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ABSTRACT

In this report, the evaluation plan attempts to identify contributing variables in assessing the impact of ESEA Title I services on disadvantaged students participating, through the establishment cf comparison groups. This effort involved the implementation of sampling procedures at both the secondary school and elementary school levels, the obtaining of baseline variables for the entire sampled groups, and the administration of achievement pre-tests to all students in the samples. Two sampling strategies were employed. At the elementary level, five public schools and two non-public schools were selected randomly; at the secondary level, each program was sampled by randomly selecting half of the schools in which in each of the programs was operating. Questionnaires and survey instruments were administered to students, parents, and staff members. The principal findings was that the evaluation questions were left unanswered resulting from the lack of adequate control groups. Reportedly, the lack of control groups also greatly increased the uncertainty of interpretation regarding individual program effectiveness. (RJ)

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MILWAUKEE PUBLIC SCHOOLS

Milwaukee, Wisconsin

EVALUATION OF TITLE I (ESEA) PROGRAMS

1968-1969

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Superintendent

UD 009 502

Division of Planning and
Long-Range Development

Department of Educational Research
and Program Assessment

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INTRODUCTION

Federal funds granted to local school districts under Title I of the Elementary and Secondary Education Act are specifically intended to assist the local district in meeting the special needs of educationally disadvantaged children. During the 1968-1969 school year, the Milwaukee Public Schools received more than 2½ million dollars which supported 22 direct and supportive services programs. These programs were designed to improve communication skills for students in kindergarten through grade 12 with special emphasis upon and service directed to students in kindergarten through grade four.

OBJECTIVES

The Department of Educational Research and Program Assessment was responsible for developing an evaluation plan to aid in determining the degree to which the aims and goals of Title I activities were being met.

Each year, experience acquired in the evaluation of Title I programs by the Department of Educational Research has dictated that the succeeding evaluation model be modified. For the first year and one-half, 1966-1967, Title I program evaluations consisted primarily of analyses of gain scores from pre and post tests for participating students only. Through the establishment of comparison groups, the 1967-1968 evaluation plan attempted to assess the impact of Title I services by asking the question, "What would have happened to the student if he had not been in the program?"

Neither of these strategies proved effective. In the one case the inability to describe the treatment group relative to the target area population left unanswered the question of whether or not it was the treatment or the characteristics of treated students that contributed to the significant gains. In the second case, analysis of data on both treated and comparison groups revealed that the variance on criterion measures generally could not be attributed to treatment nor to initial group differences in IQ, report card grades, conduct grades, or attendance. Unknown initial variables or variables operating concurrently to treatment were apparently affecting results more than the identified variables.

For the 1968-1969 evaluation plan, more rigorous attempts were made to identify contributing variables. This effort involved: (1) the implementation of sampling procedures at both the secondary school and elementary school levels, (2) the obtaining of more baseline variables for the entire sampled groups, and (3) the administration of achievement pre-tests to all students in the samples. This amounted to the accumulation of as many as 19 baseline variables on samples composed of 6,774 students.

METHOD OF APPROACH

Because programs differed in their implementation between the elementary and secondary levels and because programs were limited in their implementation to particular grade levels, two different sampling strategies were employed. At the elementary level, five public schools and two non-public schools were selected randomly from those target area schools receiving intensive Title I services. At the secondary level, each program was sampled by randomly selecting half of the schools in which each program was operating. All schools were involved in one or more of the samples, but no school was involved in all samples.

For the students in the unsampled elementary schools, 20 public and 13 non-public, and the unsampled Title I students in the eight secondary schools, a count was kept to determine the number of students who participated in Title I programs (unduplicated count) and the number of students who participated in each program (duplicated count).

Questionnaire and survey instruments were administered to students, parents, and staff members. Results from these surveys provided additional insights into the direct services sample as well as descriptive information for those programs for which attitude change was one of the primary objectives. Survey results further provided program planners with new perceptions that may affect program operations in future years.

REPORT ORGANIZATION

This report is organized as follows:

Section II: presents general descriptive statistics concerning Title I ESEA pupils and programs.

Section III: contains a description of the statistical model used in the inferential analysis.

Section IV: gives descriptive and inferential statistics where appropriate for individual Title I programs.

Section V: presents discussion and summary findings of various universal measures.

Section VI: contains Summer School-1969 report.

SECTION II

DESCRIPTIVE STATISTICS

This section includes data relative to three categories: ESEA Title I participation by grade, involvements in specific Title I programs, and pupil characteristics.

ESEA TITLE I PARTICIPATION

Table 1 indicates for each grade level the number of pupils participating in Title I programs in both public and non-public schools.

TABLE 1

UNDUPLICATED COUNT OF PUPILS PARTICIPATING IN ESEA TITLE I PROGRAMS BY GRADE

Grade	Public Schools	Non-Public Schools	
K	593		
1	880	268	
2	712	247	
3	1060	271	
4	1132	283	
5	555	281	
6	530	330	
7	790	323	
8	742	356	
9	1329	80	
10	640		
11	560		
12	189		
Other*	768	115	
Totals	10,480	2554	13,034

*Includes: Special C, 63; Multiple Handicapped, 286; Grade level not reported, 419; Homes for Neglected & Dependent Children, 115.

Unduplicated counts of pupils participating in the Social Improvement and Outdoor Education programs at the 20 non-sample schools are not included in Table 1 since they were not obtained. These programs involved such large numbers of pupils that the collection of the unduplicated counts was not deemed feasible.

Table 1 indicates that the heaviest concentration of Title I participation was in grades one through nine; with grades three, four, and nine having the greatest number of students involved.

The ratio of public school to non-public school Title I participation was approximately 5 to 1. As of Fall 1968, the ratio of Title I public school enrollment (29,806) to Title I non-public school enrollment (4,298) was almost 7 to 1.

INVOLVEMENTS IN SPECIFIC TITLE I PROGRAMS

Table 2 indicates the number of pupils participating in each Title I activity as reported by Title I building coordinators. Programs are listed in three broad categories: Elementary Direct Services, Secondary Direct Services, and Supportive Services.

It should be noted that:

1. Project activity in the Psychological Services Program consisted primarily of group therapy treatment as opposed to testing and diagnosis.
2. Project involvement in the Service Centers Program does not include the 447 separate services extended to the 138 pupils.
3. While Table 2 indicates large differences in enrollment between projects, the figures do not represent a measure of intensity of contact or number of contacts with a specific student.

TABLE 2

NUMBER OF INVOLVEMENTS* BY PROGRAM

Program	School				Total
	Elementary	Secondary	Non-Public	Other	
ELEMENTARY DIRECT SERVICES					
Language Development	704		161		865
Remedial Teacher	886				886
Reading Centers	1020	65	419		1504
Special Kindergarten	155				155
English 2nd Language	129	51	18		198
Mobile Laboratory	4744		1069		5813
Naturalist	1361		1127		2488
Field Trips	6573		1454		8027
Total	15,572	116	4248		19,936
SECONDARY DIRECT SERVICES					
Language Arts		1510			1510
Mathematics		368	80		448
Social Studies - 7		395			395
Social Studies - 11		369			369
Science		689			689
Music		147			147
Total		3478	80		3558
SUPPORTIVE SERVICES					
Psychological Services	454	119	158		731
Guidance	768	1817	309		2894
Social Work	1634	631	321		2586
Social Improvement	3993	631	635		5259
Service Centers	128		10		138
Recreation, Handicapped				286	286
Total	6977	3198	1433	286	11,894
OTHER					
Homes for Neglected and Delinquent			115		115
Total			115		115
TOTALS	22,549	6972	5876	286	35,503

---

*A program involvement in this table and in all other parts of this report is defined as one student in one program. A given student accounts for as many program involvements as the number of programs in which he is participating.

TITLE I PUPIL CHARACTERISTICS

Data on three variables (age, latest group IQ, and sex) were gathered on pupils in Title I activities in the sample schools--five public elementary, two non-public elementary, and eight public secondary schools. Program involvement data (number of pupils in one, in two, in three, in four, in five programs) were gathered on pupils for the 33 public schools in the target area and for the sample of two non-public schools.

TABLE 3

ESEA PUPIL CHARACTERISTICS

Variables	Schools		
	Elementary		Secondary
	Public N=5	Non-Public N=2	Public N=8
Mean Age (years)	9.1	11.4	15.0
Mean IQ	84.2	100.8	86.8
Sex--Boys	1525	516	3345
Girls	1292	472	3300

Table 3 indicates that the mean age for participants in the five sample public elementary schools was 9.1 as compared to 11.4 for the non-public school participants in the two sample schools. It should be noted that parochial elementary schools are organized on a one-eight grade plan, while four of the five public elementary schools in the sample were sixth grade top schools.

Mean IQ for sample public elementary school Title I pupils was 84.2 as compared to 100.8 for sample non-public elementary school Title I pupils.

This indicates an important difference in the characteristics of the public school Title I children and the non-public Title I children. More boys than girls took part in Title I activities.

TABLE 4

DUPLICATION OF INVOLVEMENT

Number of Pupils in:	Schools		
	Elementary Schools		Secondary Schools
	Public N=25	Non-Public N=2	Public N=8
1 program	4922	291	2366
2 programs	915	199	1129
3 programs	158	65	598
4 programs	11	17	90
5 programs	2	6	3
6 programs	0	1	0
	6008	579	4186
	**	115*	**
		694	

*Homes for Neglected & Delinquent Children
**Recreation for the Handicapped--286 children between ages 6 and 21

Table 4 indicates that most pupils participated in only one program. Tables 5, 6, and 7 present the three variables of age, IQ, and sex for separate programs.

TABLE 5

PUPIL CHARACTERISTICS WITHIN ELEMENTARY PROGRAMS AT SAMPLE PUBLIC SCHOOLS

Program	Mean Age	Mean IQ	Sex	
			Boys	Girls
Social Improvement	11.4	83.9	237	248
Reading Center	10.6	81.4	135	131
Social Worker	8.3	82.8	204	142
Remedial Teacher	8.4	86.2	146	98
Outdoor Education	9.1	83.7	505	529
Language Development	6.4	85.1	120	79
Psychological Services	9.6	79.4	79	21
Guidance	9.1	78.8	90	36

As indicated in Table 5, the highest mean IQ was found to be in the Remedial Teacher Program with the lowest in the Guidance Program. The mean IQ range between programs is only 7.4 points, indicating a small variability.

TABLE 6

PUPIL CHARACTERISTICS WITHIN PUBLIC SECONDARY PROGRAMS

Program	Mean Age	Mean IQ	Sex	
			Boys	Girls
Language Arts	14.8	85.8	803	707
Science	14.9	86.5	363	326
Mathematics	15.4	86.7	208	160
Social Studies - 7	12.8	87.2	191	204
Social Studies - 11	16.9	86.6	204	165
Psychological Services	14.9	83.1	78	41
Social Worker	14.5	85.2	334	297
Guidance	15.1	88.2	915	902
Social Improvement	15.5	91.4	191	440

Data in Table 6 show the highest mean IQ to be in the Social Improvement Program with the lowest in the Psychological Services Program. The mean IQ range between programs is 8.3 points.

TABLE 7

PUPIL CHARACTERISTICS WITHIN NON-PUBLIC SCHOOL PROGRAMS AT SAMPLE SCHOOLS

Program	Mean Age	Mean IQ	Sex	
			Boys	Girls
Social Improvement	11.6	102.0	132	124
Reading Center	10.7	94.4	43	36
Social Worker	12.3	98.2	53	56
Guidance	10.1	94.6	23	39
Language Development	6.2	89.8	12	8
Outdoor Education	10.0	100.7	232	199
Psychological Services	10.3	100.2	17	10

Table 7 shows the highest mean IQ among Title I pupils in sampled non-public schools to be in the Social Improvement Program; the lowest, in the Language Development Program. The mean IQ range between programs is 12.2 points, indicating a greater variability than was found in the public elementary school sample.

SECTION III

INFERENTIAL STATISTICS

Random assignment of students into treatment and comparison groups was not a practical condition of the ESEA programs. An alternative research strategy, analysis of covariance, was used. This technique utilized statistical adjustments in an attempt to simulate comparable treatment and control groups and thereby accomplish, at least to some degree, the function of randomization. In no way was analysis of covariance considered an adequate substitute for randomization but only an accommodation for a debilitating design restriction.

It was considered valid, however, to compare treatment and comparison groups on post-test scores if the post-test score differences were not due to initial differences between the groups. Thus, post-test measures for treated and comparison students were examined in light of their variability. The amount of post-test variability that could be attributed to pre-tests, IQ, age, report card grades, attendance, sex, and group membership was computed. These sources of variability were very likely affecting treatment and comparison students during the experimental time period.

Whenever 50% or more of the variability on post-test scores was attributed to these previously mentioned sources of variability, interpretations were made from the statistical test of significance between the adjusted post-test group means. Unknown variables were evidently contributing to the remaining 50% or less of post-test variability. This unaccounted variability (error) may have affected one group more than another so that any test of significance between group differences would be misleading unless:

(1) this error variance was reduced and adjustments of post-test scores made for this reduction, or

(2) this error variance was theoretically distributed equally between groups through the process of randomization.

It appeared even more inappropriate to make interpretations from statistical data in terms of tests of significance when more than 50% of the differences between groups was evidently attributable to uncontrolled or unknown variables--not to treatment or other recognized variables. For each Title I program in the inferential analysis, the information as to whether or not a sufficient amount of variance has been accounted for on its post-test measure is presented. This information is indicated on each table whenever the number in the R^2 column is .50 or larger.

Any examination of the F-ratio as a test of significance must always be interpreted in light of the accountable proportion of post-test variability (R^2). For example, if a difference between groups on a post-test measure yields an F-ratio significant at the .05 level and if the accountable variability is less than .50 ($R^2 < .50$) then this difference between the two groups may occur by chance five times out of 100. More important is the fact that the available variables account for less than half of the post-test score differences. The reader is compelled in this case to make inferences based on less than half of the information. If all the information were known, the newly formed F-ratio may now represent similar differences, greater differences in the same direction, or differences in the opposite direction between treatment and comparison groups.

The inferential analysis for each program involving treatment and comparison groups includes the amount of accountable variability (R^2), the post-test mean scores adjusted by the regression coefficients for the available independent variables, and the F-ratio test of the difference between groups. Readers of individual program reports are discouraged from making meaningless inferences whenever the data so dictate. Lastly, inferences may be made only when the amount of R^2 (accountable variance) is .50 or larger and when the difference between groups is significant at the .05 level of probability. No inferences should be made or encouraged unless both of these conditions are present. Even with both of these conditions present, without the benefit of randomization, one must exercize considerable caution in developing interpretations from the data for individual programs.

LIMITATIONS OF INTERPRETATION

Any of four possible statistical conditions may occur during the evaluation of a single criterion for a particular ESEA program:

1. R^2 less than .50, significant F,
2. R^2 less than .50, non-significant F,
3. R^2 greater than .50, significant F, and
4. R^2 greater than .50, non-significant F.

Condition 1: R^2 Less Than .50, Significant F

Under this particular statistical condition, there appears to be a treatment effect. However, most of the criterion variability is not accounted for in this situation and without the benefits of randomization of subjects, this amount of unaccounted variability (error) inposes serious doubt on any inferential statement about the adjusted means. Until this error variance can be accounted for in some manner, the reliability and direction of the differences between the adjusted means of the treatment and comparison groups will remain doubtful.

Condition 2: R^2 Less Than .50, Non-Significant F

Under this statistical condition, less than half of the initial differences between the treatment and control group has been accounted for. It appears that at the .05 level of decision making there is no significant difference between the adjusted means. However, without the aid of randomization of subjects to distribute the remaining differences equally between treatment and control groups, any inferential statement concerning the differences between the adjusted means is highly questionable.

Condition 3: R^2 Greater Than .50, Significant F

Since, under this statistical condition, most of the initial differences between the treatment and comparison groups have been accounted for, it is possible to make a more confident inference concerning the treatment effect then if the R^2 were less than .50. However, due to the lack of randomization of subjects to treatment and control groups, the existing difference between the adjusted means must still be held as a somewhat dubious indication of the effect of the program treatment.

Condition 4: R^2 Greater Than .50, Non-Significant F

> Even though, under this statistical condition, most of the initial differences between the treatment and control groups have been accounted for, it appears that, at the .05 level of decision making, the differences between the adjusted means happen by chance or sampling error. There is insufficient statistical evidence to state that the difference between the adjusted means is significant.
>
> It should be remembered that comparisons which result in no significant differences between treatment and comparison groups do not necessarily mean that no real differences exist between the groups. Rather this condition may be a result simply of an inability to detect differences that do exist either because the instruments used were not sensitive enough or because extreme variability within the groups prevented statistical significance from being demonstrated.

Because of varying conditions surrounding the analysis of individual programs, comparisons between programs should not be made in terms of whether one program is superior to another when, for example, negative or positive results are found in one program and non-significant differences found in another. In a given program inability to equate treated and comparison groups may result in non-significant differences. Whereas, in another program the ability to equate the groups may have been possible. Any comparisons made between such programs would, in fact, be a comparison of the ability or inability to adjust for pre-existing differences between programs and not a comparison of the effectiveness of treatment for any given program.

SECTION IV

PROGRAM: DESCRIPTIONS AND STATISTICS

In the following section, program evaluations are divided into four categories--Elementary Direct Services, Secondary Direct Services, Supportive Services, Non-Public School Services. Program descriptions together with general descriptive and inferential statistics (where applicable) are included. The objectives, as indicated for each program, are taken from the program proposals. Not all stated objectives are necessarily considered measurable by the research department. All instruments and results referred to in this report are on file in the Department of Educational Research and Program Assessment of the Milwaukee Public Schools.

MILWAUKEE PUBLIC SCHOOLS

ELEMENTARY DIRECT SERVICE PROGRAMS

1. Language Development
2. Remedial Teacher
3. Reading Center
4. Special Kindergarten
5. English as a Second Language
6. Outdoor Education

LANGUAGE DEVELOPMENT PROGRAM

The Language Development program was designed to increase the verbal and conceptual ability of children at the K-lower primary level by developing oral language skills through the utilization of the specialized training of speech therapists functioning as language specialists.

Budget $52,613

	Public Schools	Non-Public Schools
Reported Grade Level of Pupils	K-1	1-2
Number of Schools	20	5
Total Pupil Involvement	704	161

Schools Involved

Elementary Public

Auer
Brown
Field
Fifth
Forest Home
Fourth
Garfield
Holmes
Hopkins
Lee
Lloyd
MacDowell
McKinley
Meinecke
Ninth
Palmer
Siefert
Twelfth
Twentieth
Vieau

Non-Public

Holy Trinity
St. Boniface
St. Leo
St. Michael
St. Patrick

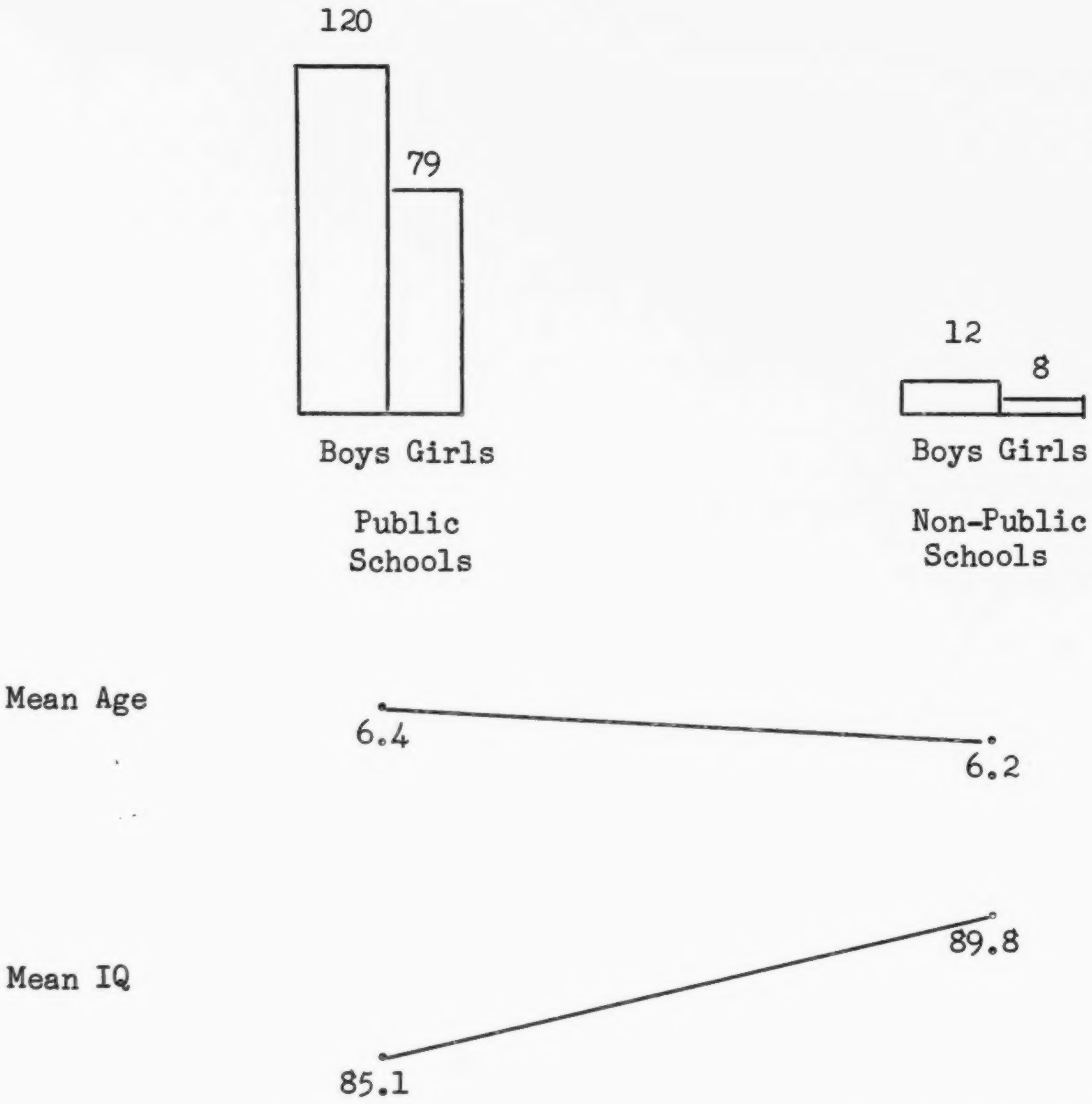


Figure 1. Pupil Characteristics--Sample Schools Language Development Program

OBJECTIVES

The objectives of the Language Development Program as stated in the proposal were:

1. To improve the verbal and conceptual functioning of kindergarten and lower primary children who are presenting a language delay.
2. To improve the self concept and attitude toward school of these children.

PROGRAM OPERATION

During the first semester, program therapists worked with small groups of eight children from specific classrooms on an intensive basis; i.e., 45 minutes per day--four days per week--for approximately 15 weeks. Another group of children was seen by the therapist for a similar time block during the second semester.

Using classroom teacher recommendations, results of a language screening test, and subjective evaluation, therapists ranked the children in each class as to their verbal ability, highest to lowest. The top 15% of each class was then eliminated since it contained the most verbal pupils. The lower 85% became the parent population from which the treatment samples were selected.

EVALUATION PROCEDURES

Baseline and achievement data on treated and non-treated pupils at the five-school sample were collected during the first semester time block. These data were used to evaluate improvement in verbal and conceptual functioning of the treatment group as compared to the non-treated group. Baseline and attitudinal data were collected on two other groups of children--treatment and comparison--during the second semester time block. These data were used to evaluate changes in self-concept and attitude toward school.

In effect, evaluation of the Language Development Program was divided into three analyses-achievement in the first semester, attitudes in the second semester, and overall communication skills improvement for the total school year.

Achievement data were analyzed using the multiple linear regression technique with two subtests of the Illinois Test of Psycholinguistic Ability serving as the primary criterion measure. The Word Meaning and Listening subtests of the

Metropolitan Readiness Test were used as adjusting variables along with IQ, attendance and group membership. Data on attitude toward school and self were also analyzed using the regression models with scores from a post-attitude scale serving as the criterion measure and pre-scale scores serving as the adjusting variable together with IQ and group membership.

Achievement data on treated and non-treated pupils for the total school year were analyzed using the regression model. Scores from the Listening and Word Analysis subtests of the Cooperative Primary Test served as criterion measures, while scores from the Metropolitan Readiness Test Word Meaning, Listening, Matching, and Alphabet subtests were used as adjusting variables. In addition, IQ, scatter scores (percentile range) on the Metropolitan Readiness, attendance and age were used as adjusters; and post-attendance and post-reading level grades were used as criterion measures. Scatter scores on the Metropolitan Readiness Test were obtained by subtracting the lowest percentile subtest score from the highest.

Project therapists were asked to respond to a questionnaire concerning the program specifically and Title I in general. Classroom teachers were asked to give their opinions as to various elements of the Language Development Program. Principals and vice-principals of project schools were requested to judge the effectiveness of the program as to how well it had met its objectives. Parents of a sample of children receiving language training in the program responded to a questionnaire concerning the program and their contacts with the school during the year.

FINDINGS

First Semester Study Of Achievement

Table 8 presents the results of the multiple linear regression analysis of achievement data on treated and comparison pupils in the five-school sample.

In analyzing Table 8, it should be noted that the R^2 obtained on the primary criterion measure is not of sufficient magnitude to allow inferential interpretation nor did the difference between the adjusted means produce a statistically significant F-ratio. (See page 14, Condition 2).

TABLE 8

LANGUAGE DEVELOPMENT PROGRAM
FIRST SEMESTER---ACHIEVEMENT

Grade	N		Primary Criterion	R^2	Adjusted Means		F-ratio
	X	C			X	C	
1	29	28	Illinois Test of Psycholinguistic Abilities	.0720	27.53	24.98	1.54

Adjustment variables: IQ, Metropolitan Readiness Tests of Word Meaning and Listening, attendance, and group membership.

Second Semester Study of Attitudes

Table 9 presents the results of the regression analysis of attitudinal data on treated and comparison pupils in the five-school sample.

TABLE 9

LANGUAGE DEVELOPMENT PROGRAM
SECOND SEMESTER-----ATTITUDE

Grade	N		Primary Criterion	R^2	Adjusted Means		F-ratio
	X	C			X	C	
1	83	71	Post-Attitude Scale	.0117	27.27	25.65	0.24

Adjustment variables: IQ, attitude scores, and group membership.

As can be seen in Table 9, when post-attitude scores were adjusted for IQ, pre-attitude scores, and group membership, the R^2 obtained was not of sufficient magnitude to allow inferential interpretation nor did the difference between the adjusted means produce a statistically significant F-ratio. (See page 14, Condition 2).

Communications Skills--Total Year

Table 10 presents the results of the regression analysis of data on communications skills, i.e., listening and word analysis. These data compare pupils, who received treatment during the first and second semester in the five-school sample, with a comparison group which received no specialized language training.

TABLE 10

LANGUAGE DEVELOPMENT PROGRAM, GRADE 1,
1968-1969, COMMUNICATION SKILLS

N=133; X=49; C=84

Criterion Measures	R^2	Adjusted Means		F-ratio
		X	C	
Post-Attendance	.2200	86.26	85.74	0.27
Reading Level	.3782	3.34	3.65	4.79*
Cooperative Primary Test				
Listening	.2124	29.84	31.35	1.56
Word Analysis	.1511	23.77	24.05	0.03

*Significant at the .05 level
Adjustment variables: IQ, Metropolitan Readiness Tests of Word Meaning, Listening, Matching, and Alphabet, Metropolitan scatter, attendance, age, and group membership.

The results of the regression analysis presented in Table 10 show R^2 values of less than .50 for all criterion measures. Therefore, no valid inferences can be made. (See page 14, Conditions 1 and 2).

Project Therapist Questionnaire

Therapists were asked to evaluate the program at the end of the school year. All 13 therapists serving the 20 public schools and five non-public schools responded.

Project therapists felt that the pupils selected for treatment groups received more benefit from this type of grouping than from a regular class setting. They indicated that pupil motivation and behavior were better in the program class setting than in the regular class setting. They all felt that instructional materials were generally appropriate and 12 of the 13 indicated that they were sufficiently involved in program planning. All therapists felt that they could benefit from additional in-service sessions. Ten of the 13 evaluated the total ESEA Title I program favorably and three were neutral.

Therapists working in the program were for the most part positive in their evaluation of the Language Development Program. The concept of intensive small group instruction coupled with excellent materials seemed to be the most helpful feature in the program. Most therapists felt there was a need for more communication with classroom teachers and for more parental involvement. Earlier intervention of language training was a frequent suggestion.

As a result of therapist evaluations of the program in previous years, many suggestions were incorporated into program operation. For example, longer treatment time blocks, a better method of pupil selection for the program, and the establishment of five groups at the kindergarten level.

Attempts were made to promote better communication between the language therapist and classroom teacher. A brief publication entitled, "Language Lines" was distributed regularly to classroom teachers. This was one means of informing them of the curriculum covered in the program.

Two brochures were developed and disseminated to parents of children in the program. One, entitled, "A Handbook for Parents" explains how and what parents can do to encourage language development in young children. The other, "Manual Para Los Padres", was distributed to Spanish-speaking parents of program pupils. Both publications were eagerly received by the parents.

Requests for a curriculum guide of effective techniques and activities used by the language therapists resulted in the compilation of this guide. It has had wide distribution among local teachers, principals, and itinerant speech therapists. In addition, copies were disseminated throughout the United States to personnel conducting language development programs for educationally-deprived children.

Classroom Teacher Questionnaire

Questionnaires were sent to 59 public and non-public school classroom teachers whose pupils had received language training during the 1968-1969 school year. Forty-nine teachers responded.

Forty-five felt that their pupils showed improvement in both listening and speaking skills as a result of the project. Improvement in grammar as a result of the program was noted by 40 of the 49 teachers. A majority of teachers said that the program had a positive effect on other children in the classroom. A sample of both positive and negative effects listed are as follows:

> "The children in the Language Development program can now communicate better with their peers. They brought new ideas to the class for discussion.

> Children in the program felt a positive sense of worth, i.e., someone else was very interested in them. Other children learned to accept the fact that different children were able to do different things.
>
> There was an opportunity for more individual and small group attention for those remaining in class.
>
> The classroom teacher could work closely with the language therapist, integrating parts of her program with the classroom curriculum, thereby emphasizing and strengthening the language program for the inarticulate child and at the same time letting the whole class benefit by it.
>
> Because of the selectivity, some others felt left out and slighted.
>
> Pupils attending become less interested in independent work."

When asked if the Language Development Program interfered with the regular classroom program, 16 of the 49 responded that it did interfere. Characteristic of the responses which indicated the manner of interference are the following:

> "The daily program had to be changed but this often occurs in first grade.
>
> Yes, it was very difficult to plan afternoon reading around it.
>
> During the 45 minute Language Development Program--four days per week, pupils were taken from all of my groups. Sometimes the children made puppets or some art work that appealed to the class, and annoyed others with them.
>
> Occasionally there was a project in which we were involved that they missed. But, the overall benefit to the children's self-image and confidence that the teacher promoted was worth the interference."

Forty-five of the 49 felt that the pupils selected for the program exhibited a lack of language facility and most of the teachers (40) said that their pupils had auditory discrimination or listening problems. The majority of teachers saw evidence of transfer of language training from the small group to the regular classroom.

Recommended changes in the program included:

- more practice in answering in complete sentences
- more children being allowed to participate
- teacher selection of time of day for the small group instruction
- stressing good manners--politeness
- use of language pattern drills
- demonstrations in the classroom by the therapist
- earlier intervention
- more emphasis on listening skills
- general orientation for all classroom teachers
- shorter periods of instruction

Parent Questionnaire

Parents of sampled children who had participated in the program in the 25 schools responded to a questionnaire concerning the project and their contacts with school during the year. The percent of response was 37.4. Of 169 parents who returned the questionnaire, 149 knew that their children were participating in the Language Development Program. The majority of parents, 145, said that the teacher or their child had told them. Of the 169 parents, 139 felt that their child benefited from being in the program.

When asked if they had visited school during the year, 140 said "yes". The majority came for parent conferences and/or classroom visits. Eighty-nine of the 92 parents who said they had received a copy of "The Handbook for Parents" said that it helped them in working with their children.

Administrators Questionnaire

Principals and vice-principals of the 25 project schools--public and non-public--were asked to rate the project as to how well it had met six criteria. A three-point scale was used:

3--outstanding

2--satisfactory

1--unsatisfactory

Table 11 indicates these criteria and the results:

TABLE 11

MEAN RATINGS OF THE PROJECT AS A WHOLE BY ADMINISTRATORS

N=40 As a result of this program, there has been improvement in:	Mean Rating
1. Teaching-learning environment	2.3
2. Pupil attitude	2.5
3. Personal development	2.3
4. Home and school relations	2.2
5. Curriculum materials	2.5
6. Perception of student's problems	2.3

These findings indicate that the administrators as a group are positive about the impact of the program in these areas.

REMEDIAL TEACHER PROGRAM

This program provided additional help to children who were deficient in basic skills in the areas of reading, language, and arithmetic. Special teachers served identified children individually or in small groups on a daily basis.

Budget $219,789

	Public Schools
Reported Grade Levels of Pupils	2-3
Number of Schools	20
Total Pupils Involvement	886

Schools Involved

Elementary

Allen
Auer
Brown
Field
Fifth
Forest Home
Garfield
Holmes
Hopkins
Kilbourn
LaFollette
Lee
McKinley
Meinecke
Ninth
Palmer
Siefert
Twelfth
Twentieth
Walnut

Pupil Characteristics--Sample Schools

Mean Age	8.4
Mean IQ	86.2
Sex - Boys	146
Girls	98

OBJECTIVES

After early diagnosis of delayed learning skills during the lower primary years, special strengthening and remediation has been found necessary during the middle primary grades. The purpose of this program was to raise the level of the child's performance in the communications skills. Special emphasis was to be directed to reading skills. Emotional and motivational side effects which may be a result of program involvement were deemed of secondary importance to program developers and did not lend themselves readily or conveniently to measurement. It was agreed that positive changes in the reading skills area would be the primary criterion of the program's success.

EVALUATION PROCEDURES

Demographic data on the participants in the program were gathered from all 20 participating schools.

Despite the secondary considerations given to instruments assessing pupil attitudes, a scale was administered to both the treatment group and a comparison group consisting of pupils in the school, at the same grade levels, but not in the program. It was hoped that additional insights into group differences might be obtained through this instrument.

Regular classroom teachers and school administrators were asked to react to the program's relative effectiveness and impact on the regular curriculum.

For the inferential analysis of the Remedial Teacher Program, treatment and comparison groups were established from participants and nonparticipants, respectively, at five elementary public schools. Due to the ungraded structure of the primary school, it was advisable that middle primary pupils be grouped separately from upper primary pupils. The range in grade for lower primary pupils could not exceed one year (P3 and P4); whereas, the range in grade for the upper primary pupils could be as much as two years (P5-P8).

For both treatment and comparison pupils at each grade level, raw scores on three criterion measures (Cooperative Primary-Listening, Word Analysis, and Reading sub-tests) were adjusted for initial differences in IQ, sex, grade differences within grade group, age, and pre-Cooperative Primary Listening, Word Analysis, and Reading.

FINDINGS

Table 12 presents the results of the inferential analysis of the Remedial Teacher Program.

TABLE 12

REMEDIAL TEACHER PROGRAM

Grade	N		Criterion Measures	R^2	Adjusted Means		F-ratio
	X	C			X	C	
P3 & P4	43	282	Cooperative Primary Listening	.4357	30.09	29.12	0.96
P3 & 4	43	282	Word Analysis	.3801	32.32	32.69	0.10
P3 & 4	43	282	Reading	.3389	21.27	22.82	1.75
P5 - P8	90	227	Listening	.2705	27.23	27.04	0.05
P5 - P8	90	227	Word Analysis	.4265	37.02	37.56	0.21
P5 - P8	90	227	Reading	.2193	23.21	23.76	0.54

Adjustment variables: sex, grade, IQ, group, age, and Cooperative Primary tests of Listening, Word Analysis, and Reading.

Table 12 indicates that insufficient variance (R^2) had been accounted for on any of the criterion measures after eight adjustments for group differences. This condition (See page 14, Condition 2) along with the non-significant F-ratio did not permit making meaningful inferences from group differences.

The results of the Regular Classroom Teacher Questionnaire revealed that 23 teachers of the 113 teachers surveyed had students in the Remedial Teacher Program. Twenty felt that the program had been a help to them in the regular class and 11 felt it accelerated the progress of the entire class. No regular classroom teacher felt that the program should be discontinued. When asked to rank-order the three programs that were most beneficial to disadvantaged children, 7 teachers ranked Remedial Teacher Program the most beneficial, 10 ranked it second-most, and 12 ranked it third.

Principal's Rating Scales were sent to the 36 principals and vice-principals of the 20 target area elementary schools having the Remedial Teacher Program. They were asked to rate the effectiveness of the program in meeting its secondary objectives, i.e., pupil attitude, personal development of pupil, and pupil-teacher relationships. The 34 administrators responding gave the Remedial Teacher Program mean ratings of 2.5, 2.3, and 2.6 (3-outstanding, 2-satisfactory, 1-unsatisfactory) respectively, for having achieved these three affective goals.

A pupil attitude scale was administered at the five sampled schools to all grade levels at which Title I programs were operating. The pupils were asked to respond positively, indifferently, or negatively to nine items relating to their attitudes toward school, peers, and self.

Table 13 presents the results of this survey for the Remedial Teacher Program treatment and comparison groups.

TABLE 13

ATTITUDE TO SCHOOL, PEERS, AND SELF

N=767; X=147, C=620

Grade	N		Actual Means	
	X	C	X	C
Middle Primary (P3-P4)	50	338	23.1	22.7
Upper Primary (P5-P8)	97	282	23.1	23.0

CONCLUSION

As long as reading achievement is going to be considered this program's primary criterion, the need for more rigorous design controls are essential. It appears that the present design does not permit meaningful inferences to be made.

Teachers and administrators in the schools generally reacted positively to the program.

READING CENTER PROGRAM

Remedial reading teachers worked with pupils identified as having the greatest need for extra help in reading. Teachers provided daily individual and small group instruction using multi-media equipment and materials.

Budget $257,409

	Public		Non-Public
	Elementary	Secondary	Elementary
Reported Grade Levels of Pupils	3-8	7	1-8
Number of Schools	16	1	13
Total Pupil Involvement	1020	65	419

Schools Involved

Elementary Public

Auer
Brown
Fifth
Forest Home
Fourth
Garfield
Holmes
Hopkins
Lloyd
MacDowell
Ninth
Palmer
Siefert
Twelfth
Twentieth
Vieau

Secondary Public

Fulton

Elementary Non-Public

Bethlehem
Emmaus
Holy Ghost
Holy Trinity
Nazareth
St. Boniface
St. Francis
St. John
St. Leo
St. Michael
St. Patrick
St. Stephen
Urban Day

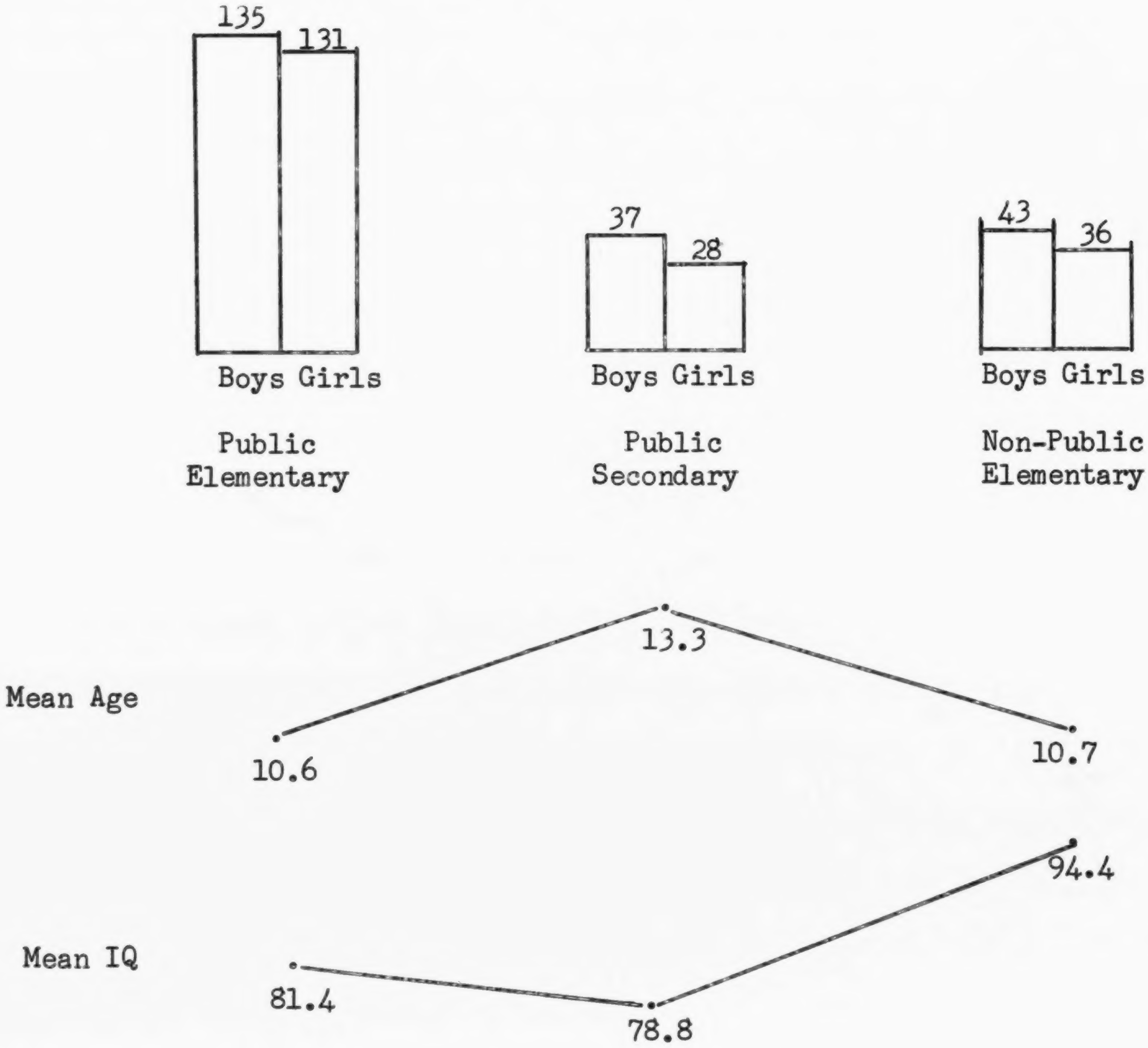


Figure 2. Pupil Characteristics--Sample Schools
Reading Center Program

OBJECTIVES

Through the implementation of intensive instruction in reading skills designed to meet the pupils' individual needs, it was hoped that participants would more nearly approach their ability level. The resultant side effects in the affective and physical domains were considered of secondary importance and did not lend themselves readily to measurement. It was mutually agreed upon by project directors and evaluation personnel that the assessment of changes in reading skills would be the most realistic measure of the program's success.

EVALUATION PROCEDURES

Demographic data on the program's participants were gathered from all 30 participating schools.

An attitude measure was administered to both groups to lend further insights into group composition but no adjustments for group differences were made. This inferential strategy was generally employed only for the primary criterion measure, in this case reading achievement.

Participating students and non-participating students from five sampled elementary schools comprised the treatment and comparison groups for the inferential study at the elementary level. The analysis was by grade level. Raw scores on the Iowa Tests of Basic Skills Vocabulary and Reading subtests (criterion measures) were adjusted for initial differences between groups in IQ, age, sex, Iowa Tests of Basic Skills Vocabulary and Reading, pre-report card grades, grade point average, attendance, and a discrepancy index computed from measured achievement (ITBS-pre) and expected achievement (IQ and CA).

In addition to the preceding evaluation methods, regular classroom teachers and school administrators were asked to react to the program by ranking its effectiveness relative to other Title I programs and in terms of its impact upon the regular curriculum.

FINDINGS

Table 14 presents the results of the inferential analysis of the Reading Center Program.

TABLE 14

READING CENTER PROGRAM

	N		Criterion		Adjusted Means		
Grade	X	C	Measures	R^2	X	C	F-ratio
4	60	221	Iowa Test of Basic Skills[1] Vocabulary	.2965	13.49	15.21	3.72
4	60	221	Reading	.3262	17.79	18.75	1.12
5	32	218	Vocabulary	.2951	11.26	16.80	15.59*
5	32	218	Reading	.2934	22.92	22.60	0.04
6	22	161	Vocabulary	.3460	14.45	17.14	2.17
6	22	161	Reading	.4802	21.98	20.56	0.67
7	20	12	Metropolitan Achievement[2] Word Knowledge	.5688	14.36	14.58	0.01
7	20	12	Reading	.6578	10.81	12.90	0.10

*Significant at the .05 level.

Adjustment Variables:

(1) IQ, sex, age, Iowa Tests of Basic Skills Vocabulary and Reading subtests, and group membership.

(2) IQ, sex, age, Iowa Tests of Basic Skills Vocabulary and Reading subtests, group membership, conduct grades, attendance, grade point average, English grade, Math grade, Social Studies grade, and gap.

Table 14 indicates that in six of the eight cases (grades 4-6) insufficient variance (R^2) had been accounted for on any criterion measure when adjusted for six variable differences (See page 14, Condition 2). In one case, grade five, there appeared to be a significant difference between groups in favor of the comparison group (See page 14, Condition 1). However, until sufficient variance is accounted for, inferences made from group differences are of doubtful validity.

At the seventh grade level sufficient variance on the criterion measures had been accounted for but the non-significant F-Ratio prohibits making meaningful inferences from group differences. (See page 15 , Condition 4)

The results of the Regular Classroom Teacher Questionnaire revealed that 41 teachers of the 113 teachers surveyed had students in the Reading Center Program. When asked to rank-order the three programs that were most beneficial to disadvantaged children, 26 teachers ranked Reading Center Program the most beneficial, 10 ranked it second-most, and 5 ranked it third.

Principal's Rating Scales were sent to 31 principals and vice-principals of the 16 target area elementary schools having Reading Center Program. They were asked to rate the effectiveness of the Reading Center Program in meeting its secondary objectives, i.e., pupil attitude, personal development of pupil, and pupil-teacher relationships. The 29 administrators responding gave the Reading Center a 2.47 mean rating (3-outstanding, 2-satisfactory, 1-unsatisfactory) for these interpersonal and affective perceptions.

A pupil attitude scale was administered at the five sampled elementary schools to all grade levels at which Title I projects were operating. The pupils were asked to respond positively, indifferently, or negatively to nine items relating to their attitudes toward school, peers, and self.

Table 15 presents the results of this survey for the Reading Center treatment and comparison groups.

TABLE 15

ATTITUDE TO SCHOOL, PEERS AND SELF
READING CENTER PROGRAM

Grade	N		Actual Means	
	X	C	X	C
4	60	221	22.6	22.5
5	26	194	22.1	22.1
6	21	149	22.6	21.8

CONCLUSIONS

No inferences should be drawn from the analysis of the criterion measures due to insufficient information (R^2 less than .50) on the two groups. Nevertheless, the program was very positively perceived by staff members who had students enrolled in the program. All 41 teachers responding ranked the program either first, second, or third-most beneficial. Relative to other Title I programs this rating was the highest given to any one program.

SPECIAL KINDERGARTEN PROGRAM

The Special Kindergarten program was initiated in February, 1968. This all-day program included hot lunches and field trips. Special equipment and supporting services were made available. Each class had a full-time aide and parents were encouraged to participate in the program.

Budget $53,901

	Public Schools
Reported Grade Levels of Pupil	K
Number of Schools	6
Total Pupil Involvement	162

Schools Involved

Brown
McKinley
Ninth
Siefert
Twentieth
Vieau

Pupil Characteristics

Age Range (years)	4.8-6.0
Mean IQ	93.1
Sex - Boys	88
Girls	74

OBJECTIVE

The objective of the Special Kindergarten Program was to continue the enrichment program of childhood development begun in the Head Start Program.

PROGRAM OPERATION

Former Head Start pupils comprised one kindergarten class in each of six project schools. Special kindergartens differed from regular kindergarten classes in the following ways:

1. The school day was longer, lasting five hours instead of two or three.
2. Children were given a mid-morning snack and a hot lunch.
3. Each teacher was assisted by a full-time aide.
4. A larger proportion of supporting services time was available for pupils in the areas of social work, health, speech therapy, and psychological counseling.
5. Parents were encouraged to participate in classroom activities, field trips, and school meetings.
6. Field trips were used as a community learning experience.

EVALUATION PROCEDURES

Special Kindergarten classes of 25 students were obtained for each school by a random selection of former Head Start graduates. Where there were less than 25 pupils meeting the Head Start criterion, the class was filled by random sampling of the remaining kindergarten population, except at Ninth Street School.

Two comparisons were made of the pupil's Pintner-Cunningham IQ scores:

1. All Special Kindergarten pupils in the six schools were compared with all regular kindergarten pupils in those schools.
2. Former Head Start pupils in Special and regular kindergarten in four schools (Brown, McKinley, Ninth, and Vieau) were compared.

Administrators, project teachers, and parents at the six schools were asked to react to the program's relative effectiveness in meeting its objectives.

FINDINGS

Analysis of the Pintner-Cunningham IQ scores seemed to indicate that former Head Start pupils in regular kindergarten matched the performance of former Head Start pupils in Special Kindergarten.

The mean IQ score of the total Special Kindergarten population was significantly higher than the mean score for all regular kindergarten pupils. The mean IQ scores of former Head Start pupils in special and regular kindergarten do not differ significantly.

TABLE 16

PINTNER-CUNNINGHAM MEAN IQ SCORES

	All Pupils		Former Head Start Pupils	
	Special K	Regular K	Special K	Regular K
N	139	356	64	44
Mean IQ	93.1	88.2	94.4	93.5
	t = 3.44*		t = 0.04	

*Significant at .01 level.

Administrator Rating Scale

Ten administrators at the six schools gave overall mean ratings (3-outstanding, 2-satisfactory, and 1-unsatisfactory) indicating that program improvement ranged between satisfactory and outstanding on the items in Table 17.

TABLE 17

MEAN SCORES, ADMINISTRATOR RATING SCALE

As a result of this project, there has been improvement in:	Mean Rating
Teacher-learning environment	2.5
Teaching performance in this area	2.6
Pupil attitude	2.2
Personal development of pupil	2.3
Pupil-teacher relationship	2.6
Home-school relations	2.6
Curriculum materials	2.6
Teacher morale	2.4
Supervision	2.1

Teacher Rating

Questionnaires were sent to six teachers and five replies were received. Five project teachers gave a favorable evaluation of the Special Kindergarten program. Four of the five teachers believed the most helpful part of the program was the full-day class. Two teachers indicated that special equipment was helpful and one teacher cited the field trips as important to the program's success. The five teachers had individual comments relating to the least helpful feature of the program. They mentioned the need for help with emotionally disturbed and disruptive pupils, more planning time, and more supervision. Teachers also indicated the problem of having Special Kindergarten pupils separate from other disadvantaged students.

Parent Rating

A random sample of 25 parents was obtained from the six participating schools. These parents were sent questionnaires asking them to indicate if their child was in a special program and whether the program helped their child.

Twelve of the fourteen parents responding to the questionnaire knew their child was in Special Kindergarten and believed the program helped their child.

RECOMMENDATIONS

Research should be done concerning the effects of Special Kindergarten on school readiness, as defined by specific behavioral objectives. The effects of both Head Start and Special Kindergarten might be further evaluated by a longitudinal study.

ENGLISH AS A SECOND LANGUAGE

Itinerant English teachers conducted daily special classes in public elementary and secondary schools and in non-public elementary schools, having a high concentration of newly arrived, foreign-born pupils. These itinerant teachers, working closely with classroom teachers and principals, provided special instruction in English in order to help pupils adjust to a new language and learn English communication skills as quickly as possible.

Budget $28,549

	Public Schools		Non-Public Schools
	Elementary	Secondary	Elementary
Reported Grade Levels of Pupils	K-8	7-12	1-8
Number of Schools	11	5	3
Total Pupil Involvement	129	51	18

Schools Involved

Public		Non-Public
Elementary	Secondary	
Allen	Kosciuszko	Holy Trinity
Field	Lincoln	St. John's
Forest Home	South	St. Michael
Fourth	Wells	
Garfield	West	
Holmes		
Lloyd		
MacDowell		
McKinley		
Palmer		
Vieau		

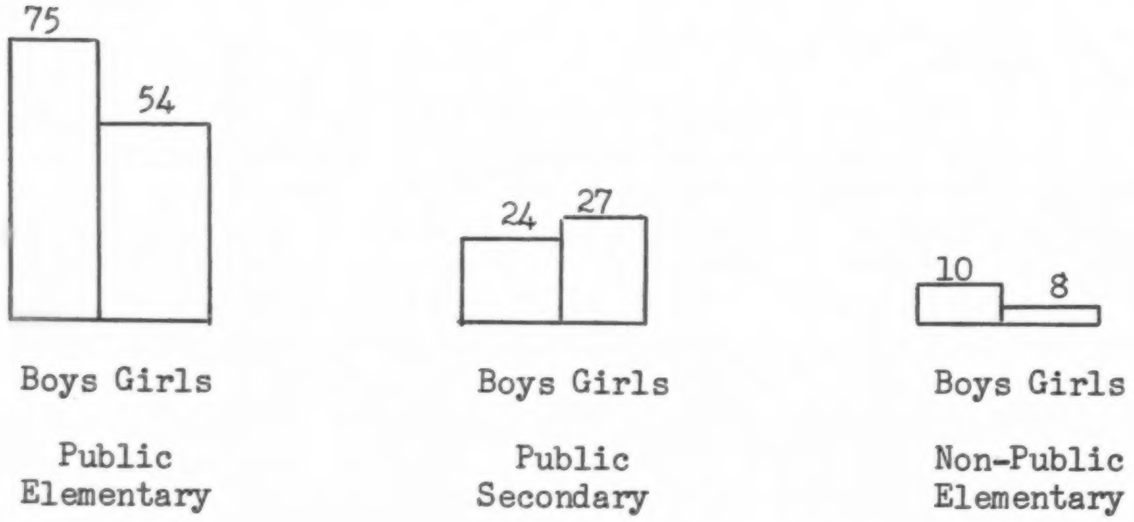


Figure 3. Pupil Characteristics--Sample Schools English as a Second Language Program

The characteristics of age and IQ were not collected on pupils in this program since they tend to be misleading in terms of selection criteria. Age has no relationship to a foreign-born student's level of communication in English. IQ scores on these pupils are even more misleading since instruments used to measure IQ, such as the Pintner-Cunningham or the Lorge-Thorndike, require the ability to read and comprehend in English.

OBJECTIVES

The objectives of this program were:

1. To improve pupil proficiency in understanding and speaking English.
2. To increase pupil expectations of success in school.

PROGRAM OPERATION

Newly arrived foreign-born pupils who were not proficient in English were referred by the principal or the regular classroom teacher for special instruction in English. Itinerant teachers, three of whom were funded under ESEA, conducted special English classes within the particular neighborhood schools. At designated time and days, the pupils left their regular classrooms and assembled in a special room to receive the special instruction.

The frequency of instruction varied from twice a week in some schools to daily sessions in others, depending upon the number of pupils; length of class varied also, but was usually of one period duration. Non-public schools, designated as Title I schools, were also eligible for inclusion in this program. Special equipment used included Language Master Kits and filmstrip projectors.

EVALUATION PROCEDURES

Although a locally-devised English proficiency test was available, results from previous years, as well as reactions by program teachers indicated that the test was inappropriate and too lengthy. A revision of this instrument was being developed by a team of the English as a Second Language teachers, but was not available for this year's program.

Another problem was the inability to obtain an appropriate control group. All pupils in the target area schools, who required special instruction in English were given such instruction; thus, no pupils were available to serve as a control group.

A further difficulty in arriving at a Title I program evaluation was the fact that the itinerant teachers, both ESEA-funded and board-funded, were assigned on a geographic basis in order to provide for greater efficiency of teacher utilization. Hence, ESEA-funded teachers taught in non-ESEA schools and board-funded teachers taught in ESEA schools. Qualifications and caliber of ESEA-funded and board-funded ESL classroom teachers were presumed to be the same. Therefore, it was decided to rely on pupil and classroom teacher questionnaires to evaluate this program.

Questionnaires were sent to 45 randomly selected regular elementary classroom teachers, who were asked to respond in relation to a specifically named program student in their own classrooms. In addition, a pupil questionnaire was administered by foreign-speaking teacher-aides to pupils participating in the program. The findings are summarized below.

FINDINGS

Results of the teacher questionnaire indicated that all 45 teachers responding felt that the program was of value in improving the students proficiency in English. Forty-two of these teachers felt students were more proficient in English as a result of being in this program; 38 believed the change from the small size ESL class to larger regular classroom classes was not disruptive and that the program should be expanded or extended; 39 thought the program should be held during regular hours. Thirty-five of the 45 teachers felt the program improved the students self-image, while only 26 believed it improved their attitude.

Teachers indicated that the program's strength was the small group and individual instruction that increased student knowledge of and confidence in using the English language. The teachers noted that the major weakness of the program was the short periods of instruction.

Pupils were generally favorable in their rating of the ESL class, teacher, and fellow students. They indicated that the class contributed a great deal to the student's development in English and self-confidence.

SUMMARY

Regular classroom teachers tended to feel that the English as a Second Language program was quite successful in improving English proficiency in foreign-born students. They also believed the program was instrumental in effecting considerable improvement in pupil self-image, as well as bringing about a marked improvement in pupil attitude toward school. Only one teacher thought the program should be discontinued.

The results of the pupil questionnaire did not indicate great differences between the regular classroom and the ESL classroom in teacher-pupil-peer relationships, except perhaps in perceived peer feelings about oneself. This difference was to the advantage of the ESL classes.

There is a definite need for an appropriate instrument to measure achievement in English proficiency by pupils whose native language is other than English. Considerable effort is being placed on the development of such an instrument in Milwaukee and its utilization and validation during the next school year will fulfill a distinct need in this program.

OUTDOOR EDUCATION

The Outdoor Education Program actually consisted of three separate Title I programs (Naturalist, Field Trip, and Mobile Laboratory) each with its own budget and personnel. Hence, each program will be reported separately.

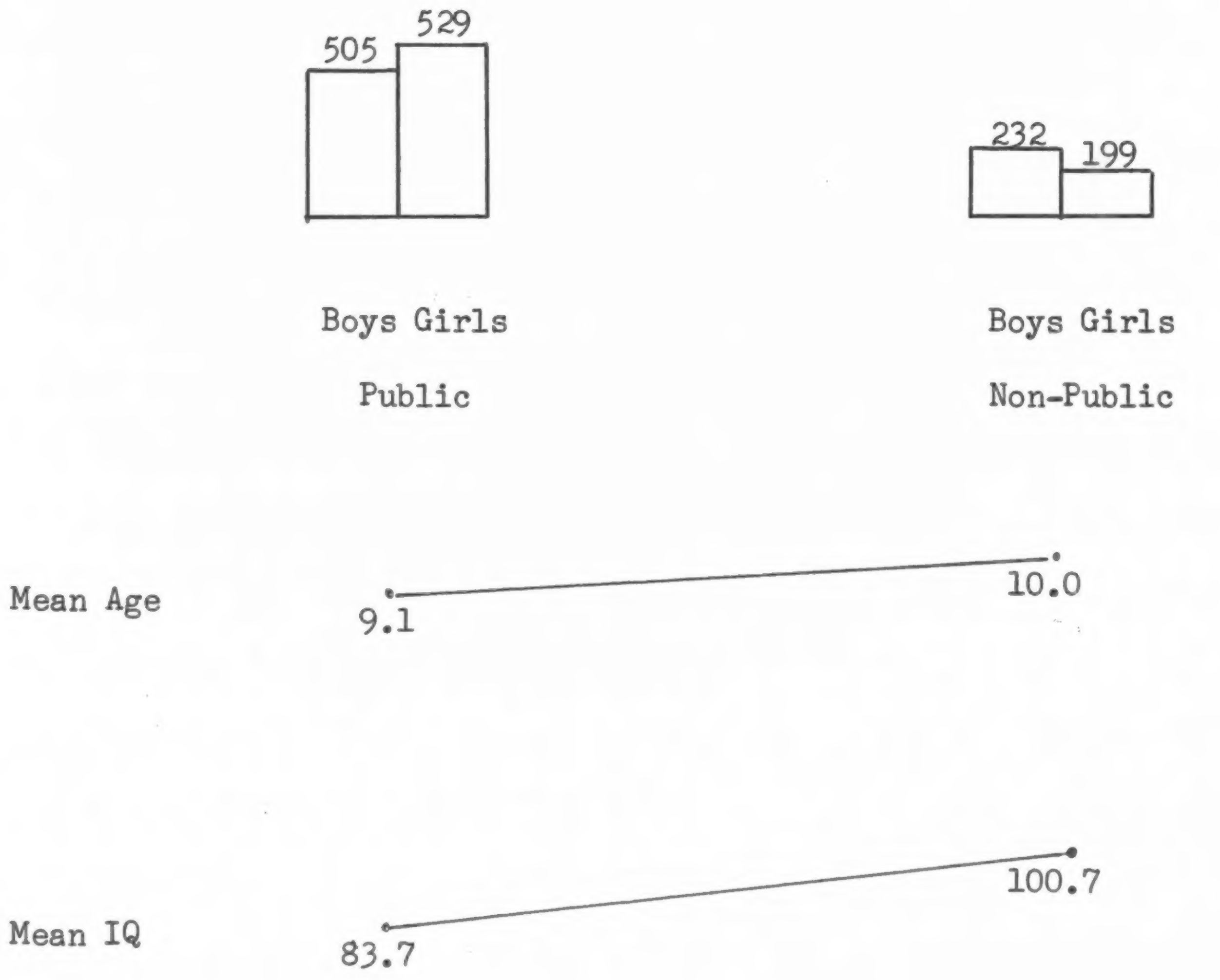


Figure 4. Pupil Characteristics--Sample Schools
Outdoor Education Program

NATURALIST PROGRAM

A naturalist service, in the form of interpretive guide tours, was offered to Title I funded public and non-public elementary schools at three nature interpretive centers, viz., Grant Park, Palmyra, and Hawthorn Glen.

Budget $4,000

	Public Schools	Non-Public Schools
Reported Grade Levels of Pupils	1-6	1-8
Number of Schools	17	10
Total Pupil Involvement	1361	1127

School Involved

Elementary

Public

- Allen
- Auer
- Fifth
- Forest Home
- Garfield
- Hopkins
- LaFollette
- Lloyd
- MacDowell
- McKinley
- Meinecke
- Ninth
- Palmer
- Twelfth
- Twentieth
- Twenty-First
- Vieau

Non-Public

- Holy Trinity
- Nazareth
- St. Boniface
- St. Francis
- St. Gall
- St. Leo
- St. Michael
- St. Patrick
- St. Stanislaus
- Urban Day

OBJECTIVE

The primary objective of this program was:

> To expose the student and teacher to the native environment beyond the confines of school and neighborhood influences.

2

PROGRAM OPERATION

Upon a teacher request from a Title I public or non-public elementary school for an interpretive guide trip at one of the three nature interpretive centers (Grant Park, Palmyra or Hawthorn Glen), a naturalist spent the morning, afternoon, or both, with the class at the center chosen. Prior to the trips, teachers were oriented to the activities and things to be seen on the guide trips. Each class conducted its own pre-trip planning and classroom follow-up. The naturalist, who served as the interpretive guide at the particular center, provided on-the-spot orientation regarding safety rules and regulations connected with outdoor life and displayed and discussed specimens of our natural resources. He also stressed the subject matter in the curriculum for the particular grade level on tour. The session provided the pupils with an enriched understanding of their natural heritage. In addition, teachers were provided suggestions for classroom nature and conservation projects.

The facilities available at the Interpretive Centers were as follows:

Hawthorn Glen

- Nature Center
- Interpretive Museum
- Lodge-type shelter
- Campfire Circle outdoor assembly
- Children's garden
- Nature trails, wooded area
- Small pond
- Indian springs
- Weather station
- Astronomy equipment
- Live amphibian and reptile collection

Grant Park

- Nature Center
- Interpretive Museum
- Chalet and barn shelter
- Barn assembly building
- Nature trails, woods, fields
- Stream and pond
- Lake Michigan and shoreline
- Live amphibian and reptile collection
- Forest fighting tools and equipment

Palmyra

- Nature Center
- Interpretive Museum
- Two shelters
- Tested pump water
- Craft workshop
- Campfire circle outdoor assembly
- Emma Carlin nature trail
- Fields, ponds, woodland
- Spring Lake shoreline
- Tree plantations
- Outdoor Education area (92 acres) and Kettle Moraine State Forest (400) acres adjacent
- Ecology studies (Jr. High)

EVALUATION PROCEDURES

The evaluation plan of this phase of the Outdoor Education Program, as well as the other two phases, was strictly descriptive in nature. Besides the usual N-counts by grade level and school, a classroom teacher questionnaire was sent to a sample of randomly chosen teachers after their class had completed an interpretive guide trip. This plan was used because it was felt that tests could not adequately measure the direct effect of a few hours exposure to an orientation on our natural environment. Furthermore, evaluation of the achievement of the program objective lent itself more to a questionnaire-type evaluation than measurement of a cognitive nature.

The teacher questionnaire was sent to 18 public school teachers and to seven non-public school teachers who had accompanied their pupils on the trips. A total of 18 (72%) were completed and returned.

FINDINGS

The results of the teacher questionnaire indicated that 94% of the 18 teachers who responded felt that the Naturalist Program was effective enough to continue without change; 83% felt the nature experience was of great value to the children; 89% reported that the children were anxious to learn about nature and the outdoors; 94% felt the children interacted well in the recreational activities; and 100% of the teachers responding felt that field trips of this sort should regularly supplement the classroom work. Additional comments by the teachers indicated that most of the activities offered by the program provided important learning processes and that the nature field trip was a valuable resource for effectively offering experiences to ghetto children.

FIELD TRIP PROGRAM

Funds were provided to Title I target area elementary schools, public and non-public, for the purpose of field trips which would expand the environment of the classroom into the community. These field trips, concentrated in grades K-4, focused upon topics of study taking place in the classroom so that the children could relate concepts learned in the classroom to the actual world around them.

Budget $10,000

	Public Schools	Non-Public Schools
Reported Grade Level of Pupils	K-6	1-8
Number of Schools	20	9
Total Pupil Involvement	6573	1454

Schools Involved

Elementary Public

Auer
Brown
Forest Home
Fourth
Garfield
Holmes
Hopkins
Kilbourn
LaFollette
Lloyd
MacDowell
McKinley
Meinecke
Ninth
Palmer
Siefert
Twelfth
Twentieth
Twenty-First
Vieau

Non-Public

Holy Ghost
Holy Trinity
St. Boniface
St. Gall
St. Leo
St. Michael
St. Patrick
St. Stanislaus
Urban Day

OBJECTIVE

The primary objective of the program, as described in the proposal, was:

> To furnish transportation to Title I public and non-public elementary schools to enable them to provide field trip experiences for their children.

PROGRAM OPERATION

Based upon an allocation of transportation funds to each Title I public and non-public elementary schools, the classroom teacher, through the principal, submitted a field trip permit form requesting bus transportation on a particular day to visit a particular place. The field trips were intended to provide children with experiences which would add to their knowledge and understanding and give them a more positive awareness of the opportunities that exist in their community. The actual nature of the field trip experience was determined by the classroom teacher and were selected so as to contribute to their specific goals and objectives for the children. Therefore, other than allotting and accounting for field trip transportation funds, the overall program was not directly involved or responsible for determining specific goals and objectives.

Examples of places visited are as follows:

- Museum
- Gimbels-Schusters
- Library
- Brookfield Square
- Mitchell Park
- Humane Society
- Milwaukee Arena
- Milwaukee Art Center
- Mitchell Field
- Museum of Science & Industry (Chicago)
- Golden Rondelle Theatre (Racine)
- James Madison High School

EVALUATION PROCEDURES

Evaluation of the Field Trip program involved only the collection of N-counts and other descriptive-type data.

SUMMARY

The Field Trip program provided an allocation of funds to Title I public and non-public elementary schools to be used for bus transportation costs for field trips as determined by the classroom teacher. Field trip transportation was provided for 20 of the 25 Title I public elementary schools, involving a total of 6,573 students, and 9 of the 15 Title I non-public schools, involving a total of 1,454 students. Field trips visited places of interest in Milwaukee, Racine, and Chicago.

MOBILE LABORATORY

A mobile laboratory brought the world of conservation and science to the children in public and non-public elementary schools in the Title I target area. The 42' x 10' laboratory provided first-hand experiences for children through the use of science equipment, several display themes, and the instruction of the teacher-demonstrator.

Budget $20,513

	Public	Non-Public
Reported Grade Level of Pupils	K-8	1-8
Number of Schools	24	10
Total Pupil Involvement	4744	1069

Schools Involved

Elementary Public

Allen
Auer
Brown
Field
Fifth
Forest Home
Fourth
Garfield
Holmes
Hopkins
Kilbourn
LaFollette
Lee
Lloyd
MacDowell
McKinley
Meinecke
Ninth
Palmer
Siefert
Twelfth
Twentieth
Twenty-First
Vieau

Elementary Non-Public

Holy Ghost
Nazareth
St. Boniface
St. Francis
St. John
St. Leo
St. Michael
St. Patrick
St. Stephen
St. Stanislaus

OBJECTIVES

The objectives of the Mobile Laboratory program, as described in the proposal, were:

1. To provide direct, firsthand experiences in the use of laboratory equipment.
2. To expose the grade school child to scientific methods and procedures and the wonders of scientific phenomenon.
3. To improve communication skills of disadvantaged children through exposure and use, both written and oral, of scientific terminology.

PROGRAM OPERATION

Upon request of the Title I elementary school principal, the mobile self-contained laboratory was sent to the school and strategically located on the school grounds.

Under the direction of a laboratory interpreter, a maximum of 24 students at a time were given instruction at three investigation stations within the trailer. Three groups of 24 students each could be accommodated each day. Equipment included microscopes, a tape recorder, individual earphone sets, and many interesting specimens of nature and the animal world. Several "themes" were available, such as "Animal Adaptation" and "Minute Plants and Animals", which were offered to the Title I schools at various times during the school year.

EVALUATION PROCEDURES

Evaluation of this phase of the Outdoor Education Program included data collection of frequency counts by schools and pupils, as well as other purely descriptive-type data. In addition, the Department of Instructional Resources, Division of Curriculum and Instruction administered a questionnaire to the classroom teachers whose classes participated in the program. Results of this questionnaire, as responded to by 65 elementary classroom teachers, are found below:

Summary of Classroom Teacher Questionnaire

1. To what extent was the science program in your class enriched by having the class exposed to the Mobile Science Laboratory presentations?

A. A great deal - 34
B. Considerably - 22
C. Somewhat - 7
D. Slightly - 2
E. Not at all - 0

2. To what extent did the material of the Mobile Laboratory presentation correlate with the science units being offered your class this semester?

A. A great deal - 26
B. Considerably - 24
C. Somewhat - 13
D. Slightly - 1
E. Not at all - 1

3. To what extent was the scientific method of discovery, as used in the laboratory, effective in the pupils learnings?

A. A great deal - 20
B. Considerably - 30
C. Somewhat - 13
D. Slightly - 2
E. Not at all - 0

4. To what extent was pupil interest in science stimulated?

A. A great deal - 25
B. Considerably - 22
C. Somewhat - 15
D. Slightly - 3
E. Not at all - 0

5. Did the pupils follow up the presentation with some type of continuing activity such as experimenting, making a water drop microscope, animal study, special reports?

A. Considerable evidence visible - 4
B. Much evidence visible - 15
C. Some evidence visible - 31
D. Little evidence visible - 9
E. No evidence visible - 6

FINDINGS

The Mobile Science Laboratory program provided a science laboratory experience to Title I public and non-public elementary schools. Three groups of 24 pupils each could be served daily at the requesting schools. The reported program involvement included 4,744 public school pupils and 1,069 non-public school pupils. The results of a questionnaire administered to participating classroom teachers indicated that of 65 teachers responding, 86% felt the Mobile Science Laboratory experience markedly ("considerably" or "a great deal") enriched the science program in the regular classroom; 77% felt the program presentation of the scientific method of discovery was markedly effective in the pupil's learning; 77% felt the program had a marked effect in stimulating pupil's interest in science; and 77% noted "some" to "considerable" evidence of follow-up by pupils in continuing scientific activities stimulated by the Mobile Laboratory experience. Most additional comments by teachers indicated that the program provided a valuable experience not ordinarily possible at the elementary classroom level.

MILWAUKEE PUBLIC SCHOOLS

SECONDARY DIRECT SERVICE PROGRAMS

1. English Language Arts
2. Mathematics
3. Social Studies, Grades 7 and 11
4. Science
5. Music

SECONDARY ENGLISH LANGUAGE ARTS

Basic features of the program were smaller classes, a locally-designed pre and post testing program, locally-prepared instructional materials, experimental materials used on a trial basis, and the use of multi-media instructional aids. Materials were geared to the educational needs of verbally handicapped students.

Budget $163,966

Reported Grade Levels of Pupils	7-12
Number of Schools	8
Total Pupil Involvement	1510

Schools Involved

Fulton
Kosciuszko
Lincoln
North
Roosevelt
South
Wells
West

Pupil Characteristics

Mean Age (years)	14.8
Mean IQ	85.8
Sex--Boys	803
Girls	707

OBJECTIVES

The Secondary English Language Arts Program recognized language competency, including reading, speaking, listening, and writing, as expressional rather than recognition acts. The objectives of this program consisted of improvement in these areas with special emphasis on writing and speaking. Adequate, standardized instruments for the measurement of these skills as expressional acts had not as yet been developed. It was, therefore, mutually agreed that, for the lack of more sensitive measures, reading improvement would be used to determine the program's success.

EVALUATION PROCEDURES

Demographic data on the participants in the program were gathered from all eight participating schools.

Two attitude scales were administered to both the treatment and comparison groups in the sampled schools. These instruments were designed to assess student attitudes toward school, peers, and self as well as to English as a subject. It was hoped that additional attitudinal information concerning group differences might be valuable for future program planning.

Board funded and ESEA-funded English teachers were administered separate program evaluation scales to determine their perceptions of the program's effectiveness. Principals and Title I coordinators were asked to rate the program in terms of its implementation and the resultant interpersonal effects.

The inferential analysis of the Secondary English Language Arts Program included the establishment of treatment and comparison samples for each grade level, 7-11, at five secondary schools. Raw scores on two criterion measures (Metropolitan Word Knowledge and Reading subtests) were adjusted for initial differences between groups on sex, IQ, word knowledge achievement scores, reading achievement scores, and age. The ninth grade sample had additional standardized spelling and grammar pre-test information available as well. In the attempt to obtain as much variable information that might account for post-test variance, these data were included for the ninth grade multiple regression analysis.

FINDINGS

Table 18 presents the results of the inferential analysis for the Secondary English Language Arts Program.

TABLE 18

SECONDARY ENGLISH LANGUAGE ARTS PROGRAM

Grade	N		Criterion Measures	R^2	Adjusted Means		F-ratio
	X	C			X	C	
			Metropolitan Achievement				
7	25	12	Word Knowledge^1	.6715	18.10	15.69	1.71
7	25	12	Reading^1	.3610	12.93	14.33	0.73
8	37	55	Word Knowledge^1	.5976	21.22	21.91	0.23
8	37	55	Reading^1	.4991	18.74	18.12	0.22
9	60	75	Word Knowledge^2	.8462	30.25	29.42	0.82
9	60	75	Reading^2	.7714	23.14	25.42	5.79*
10-11	80	99	Word Knowledge^1	.6373	33.00	36.22	6.60*
10-11	80	99	Reading^1	.6079	26.52	27.72	1.94

*Significant at .05 level.
Adjustment variables:
(1) Sex, IQ, group membership, Metropolitan Achievement Tests of Word Knowledge and Reading, and age.
(2) All of the above variables plus the Differential Aptitude subtests of Spelling and Grammar.

Table 18 indicates that in all but two cases either an insufficient amount of variance has been obtained or non-significant differences between adjusted means prohibit making meaningful inferences from group differences. (See page 14, Conditions 2 and 4). Even in the two cases where sufficient variance was obtained on the criterion measures and significant differences between means were evident (See page 14, Condition 3), the inability to randomly assign students to groups dictates that caution be used in making inferences.

The results of the pupil attitude scales are presented in Table 19.

TABLE 19

SECONDARY ENGLISH LANGUAGE ARTS PROGRAM
ATTITUDE TO SELF AND TO ENGLISH

Grade	N		Attitude to Self, Peer and School		Attitude to English	
	X	C	X	C	X	C
7	75	21	33.69	32.38	11.69	10.52
8	80	51	34.80	31.88	11.33	12.96
9	63	59	34.06	34.31	11.83	11.98
10	58	68	32.26	32.34	11.95	10.78
11	37	35	30.84	29.69	12.00	11.34

The treatment group seemingly enjoyed a somewhat better attitude toward self, school, and peers as well as toward English as a subject.

The findings of the surveys of both the board funded and Title I funded English teachers indicated general acceptance and approval of the program. The program teachers (Title I) reportedly felt that student participants derived greater benefits, were better motivated, and were better behaved. They felt, however, that these benefits were partly the result of closer pupil-teacher relationships which resulted from lowered class enrollments. Eighteen of 21 teachers listed class size and ability to deal individually with students as the most helpful features of the program.

Program teachers expressed a desire for more in-service orientation sessions but displayed ambivalence as to whether or not they had been sufficiently involved in the structuring and planning of the program. Eight of 21 stated that they had been sufficiently involved. Nine of the same 21 responded that they had not been sufficiently involved.

The regular classroom teacher's survey findings generally concurred with the program teacher's findings insofar as they perceived closer teacher-student relationships, greater success in meeting the needs of disadvantaged children, and more realistic goals. Regular teachers generally perceived the main advantage of ESEA classes to be that of small class size. Forty-five of 68 board funded teachers responded negatively when asked if they would like to teach an ESEA class next year.

Eight secondary school principals and eight Title I coordinators gave the program an overall mean rating of 2.45 (3-outstanding, 2-satisfactory, 1-unsatisfactory) for its contributions to improved teaching-learning environment (2.5), teaching performance (2.4), pupil-teacher relationships (2.5), curriculum materials (2.6), and supervision (2.5).

CONCLUSIONS

Program and regular classroom teachers indicated generally positive reactions to this program. The reduced class size reportedly enabled them to do a better job.

Had randomization of groups been employed, meaningful inferences could have been made from most of the grade levels' criterion measures. Under the conditions which existed, the only inference that could be made, and made with caution, would be that in two instances the comparison groups met the objectives of improved reading and word knowledge better than the treatment group. Perhaps greater concentration can be made in those areas for those grade levels or consideration be given to whether or not those objectives are appropriate for the program at those levels.

SECONDARY MATHEMATICS PROGRAM

A problem-solving laboratory approach was used to develop logical thinking in general mathematics classes at the ninth grade level. The traditional text book was replaced by a variety of instructional techniques such as flow charting, community-business related problems, and the use of calculators.

Budget $23,532

	Public	Non-Public
Reported Grade Levels of Pupils	9-10	9
Number of Schools	3	1
Total Pupil Involvement	368	80

Schools Involved

Public	Non-Public
Lincoln North Division West Division	St. John's Cathedral

Pupil Characteristics

	Public
Mean Age	15.4
Mean IQ	86.7
Sex - Boys	208
Girls	160

OBJECTIVES

The objectives evaluated were:

1. To raise the level of performance in the basic mathematical skills.
2. To improve attitudes toward school and education.

PROGRAM OPERATION

This program operated at two public high schools--North Division and Lincoln, and at one non-public high school--St. John's Cathedral. The program at Lincoln Senior High School was not fully implemented until late in the school year.

A program having the same specific objectives, but with a different technique of attaining them, operated at West Division High School during the first semester of the school year. This technique involved the use of the tutorial concept. In addition to being assigned to regular classes, students received special help during study halls and lunch periods. The tutorial teacher worked with the student for varying periods of time in order to bring him up to the level where he could function as a member of the class. Tutorial help was given students who were having difficulty keeping up with class work either due to absence or lack of understanding of specific mathematical processes.

EVALUATION PROCEDURES

Improvement in basic mathematics skills was assessed using a locally-developed arithmetic skills and mathematics problem-solving test for both evaluation samples, treatment and comparison. Since all ninth grade general mathematics students received treatment in the project school, the comparison group was selected from another target area high school with similar population characteristics.

These data were subjected to multiple linear regression analysis in a covariance model. The criterion measures were the arithmetic skills test, post mathematics report card grades, attendance, and conduct. Adjusting variables, in addition to scores on the Differential Aptitude Numerical Ability subtest, included sex, IQ, pre-conduct, attendance, mathematics grade, age, gap and group. Gap is the difference between an expected achievement score based on the IQ and CA and the actual score on the pre-test measure; in this case, on the Numerical Ability subtest of the DAT. It should be emphasized that no attempt was made to do a canonical correlation. Each criterion measure was examined separately in light of the set of covariant measures.

Project teachers were asked to respond to a questionnaire concerning the program specifically and Title I in general. Principals of project schools were asked to judge how well the program had met its objectives.

Attitudes toward the area of mathematics were assessed at the end of the year by administering a scale to both the treatment and comparison groups at the two sample schools. In addition, student attitudes toward school and self were assessed at the end of the year in these two schools.

FINDINGS

Achievement

Improvement in basic mathematics skills was measured using a locally-developed arithmetic skills and mathematics problem solving test for both evaluation samples, treatment and comparison.

Table 20 presents the results of the multiple linear regression analysis of these data.

TABLE 20

SECONDARY MATHEMATICS PROGRAM--GRADE 9

N=48; X=31, C=17

Criterion Measures	R^2	Adjusted Means X	Adjusted Means C	F-ratio
Arithmetic Skills Test	.4345	22.89	28.62	5.00*
Post Math Grade	.3449	3.16	2.56	2.51
Post Attendance ($\frac{1}{2}$ days absence)	.4371	17.21	16.51	0.02
Post Conduct	.1931	3.11	3.34	0.76

*Significant at the .05 level

Adjustment variables: sex, Differential Aptitude Test-Numerical Ability subtest, conduct and mathematics report card grades, IQ, attendance, gap, age, and group membership.

Analysis of Table 20 indicates that the R^2 values on the four criterion measures used in the regression analysis are of insufficient magnitude to warrant further inferential interpretation. (See page 14, Conditions 1 and 2).

Student Attitude Scales

A scale designed to assess student attitudes toward self and school was administered to treatment and comparison groups in the two-school sample at the end of the year. A comparison of the means for the two groups indicate that the comparison group had a more positive attitude to self and school than the treatment group at the time of the attitude assessment (mean for the comparison group--34.70, mean for the treatment group--31.86).

Student attitudes toward the area of mathematics were assessed by means of an attitude scale administered to the two groups in the sample. Students who participated in the Title I mathematics program had a slightly more positive attitude toward the subject of mathematics than did those in the comparison group. The mean for the treatment group was 11.81 as compared to 11.51 for the comparison group. However, this difference was not statistically significant.

It should be noted that the Title I Secondary Mathematics program was in operation at one school for only one semester and at the other school for a shorter period of time. Delays in the arrival of equipment imposed a hardship on the project during its first semester's operation. With this handicap resolved, operation of the program should proceed more smoothly and effectively during the 1969-1970 school year. A longer treatment period may have more effect on differences in attitude toward self, school, and mathematics when comparing treated and non-treated students.

Project Teacher Questionnaire

The seven project teachers were asked to respond to a questionnaire concerning the program specifically and Title I in general. Six of the seven responded. All of the teachers felt that students selected for the project classes benefited more from this class setting than from a regular one and that they were more motivated. The majority of teachers felt that the program promoted a closer student-teacher relationship and improved student behavior. Materials were generally appropriate and they felt that they were sufficiently involved in program planning. Most teachers said that they could benefit from additional inservice sessions. Teachers rated the Mathematics program and the overall ESEA program favorably.

When teachers were asked to state the most helpful feature of the program, they listed: materials, two teachers in the classroom, opportunity to try to meet individual student needs, and small class size.

Inhibiting features listed were: not enough equipment (calculators, etc.) space limitations for lab activities, and not enough scheduled preparation time.

Changes in program operation suggested by project teachers included: lower student-teacher ratio, reduce class load to four classes for program teachers, and allotment of more planning time.

Administrators Questionnaire

Principals and Title I building coordinators in the two public schools involved in the Title I Secondary Mathematics program were asked to rate the program as to how well it met eight criteria. A three-point scale was used: 3-outstanding, 2-satisfactory, 1-unsatisfactory.

Criteria such as improvement in curriculum materials, teaching-learning environment, teaching performance, and teacher morale were rated over 2.5. Other criteria such as improvement in pupil attitude, personal development, pupil-teacher relationship and supervision were rated 2.0 or above.

SECONDARY SOCIAL STUDIES PROGRAM

The Secondary Social Studies Program concentrated at seventh and eleventh grade levels. The grade seven phase of the program was designed to give the disadvantaged pupil greater insight into himself and his role in society. Smaller classes were to enable the teacher to emphasize individualized instruction augmented by a series of field trips and a number of audiovisual aids. The grade eleven phase of the program sought to provide the disadvantaged pupil with greater insight into the history of his country through a multi-media approach.

Budget $100,037

	Social Studies - 7	Social Studies - 11
Reported Grade Levels of Pupils	7-8	10-12
Number of Schools	5	4
Total Pupil Involvement	395	369

Schools Involved

Social Studies - 7	Social Studies - 11
Fulton	Lincoln Sr.
Kosciuszko	North
Lincoln Jr.	South
Roosevelt	West
Wells	

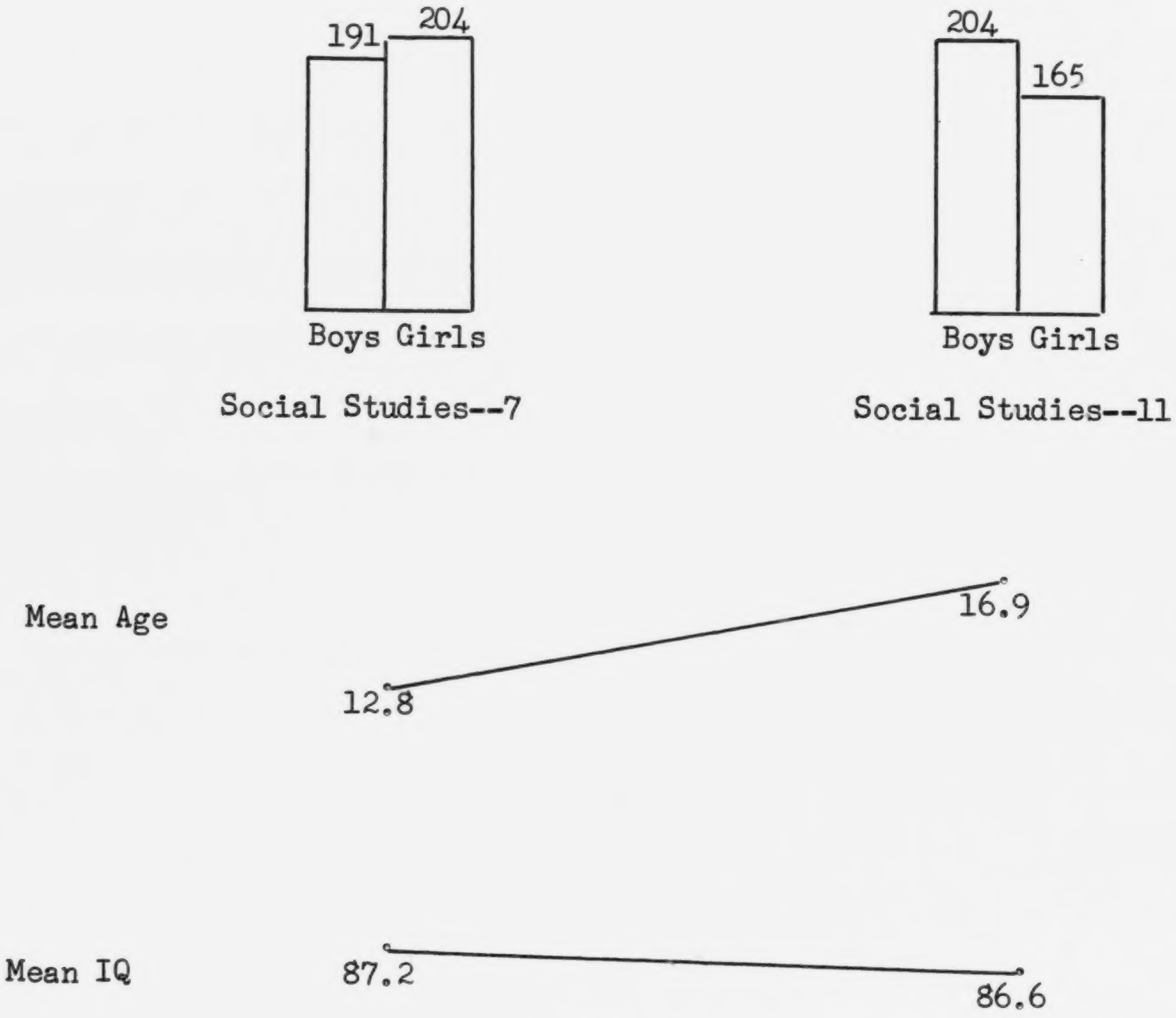


Figure 5. Pupil Characteristics--Sample Schools
Secondary Social Studies Program

OBJECTIVES

The program objectives, as taken from the program proposal, were as follows:

Grade 7:

Develop a positive self-image.
Develop a healthy attitude toward education.
Develop an awareness of their environment through field trips.
Develop social skills necessary to get along in a pluralistic society as well as an understanding of the monolithic aspects of our society.

Grade 11:

Develop a motivation to achieve through successful living.
Developmental reading through materials of various grade levels.
Develop environmental awareness through field trips.
Develop an understanding of the individual role in society.

PROGRAM OPERATION

Based upon the criteria of below average grades, low level of aspiration, alienation from society, and a lack of understanding of an individual's role in a democratic society, pupils were recommended for the Title I (ESEA) social studies classes by their counselors. The assumption was made that such students would benefit most from the small-size classes and the multi-media approach of the ESEA classes. Each of the secondary schools in the program was assigned a full-time teacher responsible for instructing four or five classes of approximately 15 students each. Films, filmstrips, transparencies, and reading material were utilized to fulfill the special needs of the students. Teachers in the program were provided a two-semester in-service course which offered them the opportunity to explore the course rationale and exchange ideas.

EVALUATION PROCEDURES

The evaluation plan at both grade levels involved pre-post achievement testing of a sample of students in the ESEA social studies classes and a similar number of students in the regular (non-ESEA) social studies classes. A covariance design was employed for statistical analysis under the multiple linear regression technique. In the regression model the covariates used are designated as predictors of the chosen criterion variable. These predictors are tested to determine how much they contribute to the prediction of the criterion.

In the seventh grade program, the achievement instrument used was the Stanford Achievement Test, Intermediate II, Social Studies Test (Forms X & W). The Cooperative Social Studies Test, American History (Forms A & B) was used for the eleventh grade program. Criterion measures and predictors used in each program are reported in Table 21. Locally devised attitude scales toward self, school, and subject area were administered as post-measures. Results of the attitude scales are indicated in Table 22.

FINDINGS

Table 21 indicates the results of the regression analysis which attempted to answer the question: "Did participation in the ESEA social studies program result in better achievement than if the pupils had been in the regular social studies classes?" The criterion means were adjusted for differences due to sex, IQ, pre-achievement, conduct grades, social studies grade (seventh grade only), GPA (eleventh grade only), age, and gap. The latter is a "discrepancy index" computed as the difference between the actual achievement and the "expected" achievement based on chronological age and IQ.

TABLE 21

SOCIAL STUDIES PROGRAM

Grade	N		Criterion Measures	R^2	Adjusted Means		F-ratio
	X	C			X	C	
7	56	60	Stanford Achievement Test Social Studies	.4907	38.49	37.58	0.26
11	55	59	Cooperative Social Studies American History	.1128	156.78	146.96	2.50

Adjustment variables: IQ, pre-achievement scores, conduct, social studies grade (seventh grade only), GPA (eleventh grade only), age, gap and group membership.

The adjusted means on the criterion measures listed at both the seventh and eleventh grade levels indicate that the experimental groups (ESEA classes) achieved better than the control groups. However, for both grades the F-ratios are not significant at the .05 level; hence, the differences could have occurred purely by chance. Furthermore, the total R^2 accounted for in both grades is less than .50, the minimum situation in which any meaningful interpretation could be allowed. (See page 14, Condition 2).

Table 22 indicates the results of the attitude scales analysis.

TABLE 22

SOCIAL STUDIES PROGRAM - ACTUAL MEANS OF ATTITUDE SCALES

			Actual Means			
	N		Attitude Toward Social Studies		Attitude Toward Self, School & Peers	
Grade	X	C	X	C	X	C
7	67	73	11.33	11.51	33.30	33.11
11	109	73	11.97	11.40	29.70	31.00

Table 22 indicates that the actual mean attitude of the 11th grade experimental group toward social studies was slightly better than the comparison group but that the attitude toward self and school was better for the comparison group; at the 7th grade level, just the opposite was true. However, the means of both groups for attitude toward social studies fall into the moderately positive category, and in attitude toward self, both groups fall into a slightly better than neutral attitude. At any rate, the differences are too small to arrive at any meaningful inferences.

Summary of Non-ESEA Questionnaire

A teacher evaluation form concerning the ESEA Social Studies Program was mailed to 60 regular social studies teachers in the secondary schools in which the program was operating.

Results from the 29 teachers who responded to the five-point Likert scale questionnaire were as follows: 34% agreed with the statement that ESEA classes were more successful than regular classes in promoting closer teacher-student relationships; 45% disagreed with the statement that the only advantage of ESEA classes over regular classes was the smaller class size; 41% agreed that ESEA classes were more successful in meeting the needs of the disadvantaged than were regular classes; 31% agreed that ESEA classes had more realistic goals than did the regular classes; 45% were undecided about whether the ESEA program had failed to raise the achievement level of disadvantaged children, although 38% disagreed with the statement; 38% agreed that the ESEA program had improved the general operation of their school; and 69% of the teachers said they would not like to teach ESEA classes.

CONCLUSION

There was no consensus among non-ESEA teachers, about the worth or effectiveness of ESEA social studies classes except that a majority of them do not desire to teach ESEA classes.

A general conclusion that can be drawn from the results of the Social Studies Program is that in the areas of attitude toward subject and attitude toward self and school, there were no significant differences between students in ESEA social studies classes and students in the regular Social Studies Program. In the area of achievement, there was insufficient statistical evidence to make a valid inference concerning the effect of the ESEA Social Studies Program compared to that of the regular Social Studies Program.

SECONDARY SCIENCE PROGRAM

Secondary science classes used specially designed materials for a laboratory approach to the regular ninth grade science curriculum--substituting structured lesson sheets for a textbook.

Budget $82,205

	Public Schools
Reported Grade Level of Pupils	9
Number of Schools	6
Total Pupil Involvement	689

Schools Involved

Kosciuszko
Lincoln
North Division
Roosevelt
Wells
West Division

Pupil Characteristics

Mean Age (years)	14.9
Mean IQ	86.5
Sex--Boys	363
Girls	326

OBJECTIVES

Secondary Science Program objectives were as follows:

1. improvement in science achievement.
2. improvement in communication skills.
3. improvement in self-concept.

PROGRAM OPERATION

Pupils selected for Secondary Science classes lacked science experience, were behind at least two grade levels in reading, and had IQ scores ranging between 70 and 100. Those pupils who had a record of truancy or disruptive behavior were excluded.

The following innovations replaced traditional science teaching techniques:

1. The textbook was replaced with easy-to-read laboratory worksheets.
2. Individual experiments by pupils involved them in active participation rather than observation of a teacher demonstration.
3. Students were taken on field trips to observe the application of scientific principles and to learn of job opportunities.
4. Special resource materials were provided to depict the contributions of minority group scientists.
5. Special audiovisual aids were made available.
6. Classes were smaller.
7. Teachers used operant reinforcement techniques designed by school psychologists.
8. In-service workshop training sessions were held for teachers.

EVALUATION PROCEDURES

Project classes and regular science classes were compared at Kosciuszko, Lincoln, North Division, and West Division high schools. Pupils were tested pre-post during the second semester with an achievement test and an attitude toward science scale, both locally devised. These groups were also compared on report card grades in science and conduct and attendance records.

Administrators, teachers, and parents were asked to react concerning relative effectiveness of the program and impact on the pupils.

FINDINGS

Pupils

Science project students obtained significantly higher scores on the science achievement test than did regular science class students. Even though the R^2 for the achievement criterion was above .50, any inference concerning this difference in means must be made with some caution due to the lack of randomization of pupils into treatment and control groups. (See page 14, Condition 3).

On the remaining criterion measures, the R^2 was of insufficient magnitude to allow valid inferences to be made concerning the differences between the means of treatment and comparison groups. (See page 14 , Conditions 1 and 2).

TABLE 23

NINTH GRADE SCIENCE PROGRAM

N=240; X=139; C=101

Criterion Measures	R^2	Adjusted Means		F-ratio
		X	C	
Science Achievement[1]	0.5022	21.41	19.78	6.33*
Science Grades[2]	0.4719	3.27	3.06	3.16
Science Attitude[2]	0.1908	73.75	69.52	7.17**
Attendance[2]	0.1578	15.48	17.27	0.42
Conduct Grades[2]	0.3172	3.59	3.47	1.61

*Significant at the .05 level.
**Significant at the .01 level.
Adjustment variables:

(1) Sex, IQ, Group, Pre-Science Attitude, Pre-Science Achievement, conduct grade, $\frac{1}{2}$ days absent, GPA, and age.

(2) All of the above variables except sex.

Administrators

Twelve school administrators rated the program on a three-point scale (3-Outstanding, 2-Satisfactory, 1-Unsatisfactory). The findings indicated that program improvement ranged between satisfactory and outstanding on the items in Table 24.

TABLE 24

MEAN RATINGS OF PROJECT ADMINISTRATORS

As a result of this project there has been improvement in:	Mean Rating
Teaching-learning environment	2.4
Teaching performance	2.6
Pupil attitude	2.5
Personal development of pupil	2.2
Pupil-teacher relationship	2.7
Home-school relationship	2.0
Out-of-school activities	2.0
Curriculum materials	2.7
Teacher morale	2.7
Supervision	2.4

Project Teachers

All eight teachers of the special science classes indicated that the ESEA pupils gained more in special science classes than in regular science classes. Project teachers rated ESEA science class pupils as more highly motivated and better behaved than regular science class pupils.

All project teachers gave an overall favorable rating to the science program, to ESEA operations at their school, and to the special instructional science materials. The majority of teachers were satisfied with the extent of their role in program planning.

Small classes and low-level reading materials were rated the most helpful features of the program. Deviations from project criteria in the pupil selection process was the greatest concern of project teachers.

Non-ESEA Teachers

The majority of the ten non-ESEA science teachers of the comparison groups rated the Secondary Science Project as more successful in meeting the needs of the disadvantaged pupil, as having more realistic goals, and as more successful in raising achievement level than regular science classes. Eight of the ten non-ESEA teachers would like to teach an ESEA class in the future.

Parents

Most parents who returned the questionnaire were not aware that their children were participating in the Secondary Science Project.

CONCLUSIONS

The ESEA science students scored significantly higher than did regular science students on a locally-devised measure of science achievement. The special science approach appears to have had a more beneficial effect on the area of science achievement covered by the locally-devised test than did the regular science approach. Inferences to future effects of the special science program are still limited by the fact that randomization of students to sample groups was not a part of this evaluation.

Project teachers recommended that the program be expanded to include more pupils. They suggested a closer adherence to project selection criteria so that the objectives and methods are relevant to the pupil population (e.g., a bright student who is a good reader does not make progress relative to his aptitude in this special course).

It was further suggested that parents be advised of the extensive concern and effort on the part of educators to prepare their children for contemporary life through these special programs.

SECONDARY MUSIC

A supervising music teacher, in cooperation with the regular music teachers and guidance counselors, screened and recruited music students among disadvantaged youths at seven secondary schools in the Title I target area, and made available to them Title I musical instruments. Students recruited received music lessons at their schools on the instrument selected and were encouraged to become proficient enough to join their school orchestra or band. This program operated only in the public schools.

Budget $13,334

	Public Schools
Reported Grade Level of Pupils	7-11
Number of Schools	7
Total Pupil Involvement	147

Schools Involved

Fulton
Kosciuszko
Lincoln
North
Roosevelt
Wells
West

Pupil Characteristics

Sex -	Boys	67
	Girls	80

OBJECTIVES

The objectives of this program, as cited by program personnel, were:

1. To encourage disadvantaged youths to participate in a music program.
2. To afford interested disadvantaged youths the use of musical instruments with which they can acquire and develop special skills necessary for successful musical participation.

PROGRAM OPERATION

The Milwaukee Public Schools had on hand 214 Title I instruments consisting of 36 flutes, 60 clarinets, 48 trumpets, 18 trombones, 10 tubas, 30 violins and 12 cellos. These instruments were purchased under a previously funded Title I program so that this year's program did not entail any expenditure of funds for procurement of instruments.

A supervising teacher screened potential music students while they were sixth graders and developed a list of the most prospective candidates. Upon entry into the secondary schools, these students were interviewed and a selection of instruments was made by the student. Very often an interview with the parents was also required and arrangements were made for loan of the instrument. The students received lessons in their regular schools and were encouraged to try out for the school band or orchestra. A special phase of the program this year included the loan, on a trial basis, of a number of instruments to selected pupils at Oliver Wendell Holmes elementary school.

The supervising teacher was responsible for insuring proper maintenance of instruments during the year and for the return of the instruments near the end of the school term.

SUMMARY

A supervising music teacher encouraged youth from disadvantaged backgrounds to develop proficiency and success in the use of a musical instrument. Instruments were provided through Title I (ESEA) funds.

This program made it possible for disadvantaged youths, who could not afford the very nominal fees required, to participate in the Milwaukee Public Schools music program. It offered these youths the opportunity to develop skills and talent in music to the point where they could be accepted in advanced musical organizations in the secondary schools.

MILWAUKEE PUBLIC SCHOOLS

SUPPORTIVE SERVICE PROGRAMS

1. Psychological Services
2. Guidance
3. Social Work
4. Social Improvement
5. Special Educational and Service Centers
6. Recreation for the Handicapped
7. Special Testing
8. Instructional Resources

PSYCHOLOGICAL SERVICES

Eleven school psychologists provided individual and group therapy for children with serious learning, emotional, and behavior problems in Title I public and non-public schools. The psychologists worked with teachers, other specialists, and parents to provide therapeutic services to the most disadvantaged and disturbed pupils.

Budget $117,936

	Public Schools		Non-Public Schools
	Elementary	Secondary	Elementary
Reported Grade Levels of Pupils	K-8	7-12	1-8
Number of Schools	25	7	15
Total Pupil Involvement	454	119	158

Schools Involved

Public

Elementary

Allen
Auer
Brown
Field
Fifth
Forest Home
Fourth
Garfield
Holmes
Hopkins
Kilbourn
LaFollette
Lee
Lloyd
MacDowell
McKinley
Meinecke
Ninth
Palmer
Siefert
Twelfth
Twentieth
Twenty-first
Vieau
Walnut

Secondary

Fulton
Kosciuszko
Lincoln
North
Roosevelt
Wells
West

Non-Public
Elementary

Bethlehem
Emmaus
Holy Ghost
Holy Trinity
Nazareth
St. Boniface
St. Francis
St. Gall
St. John
St. Leo
St. Michael
St. Patrick
St. Stanislaus
St. Stephen
Urban Day

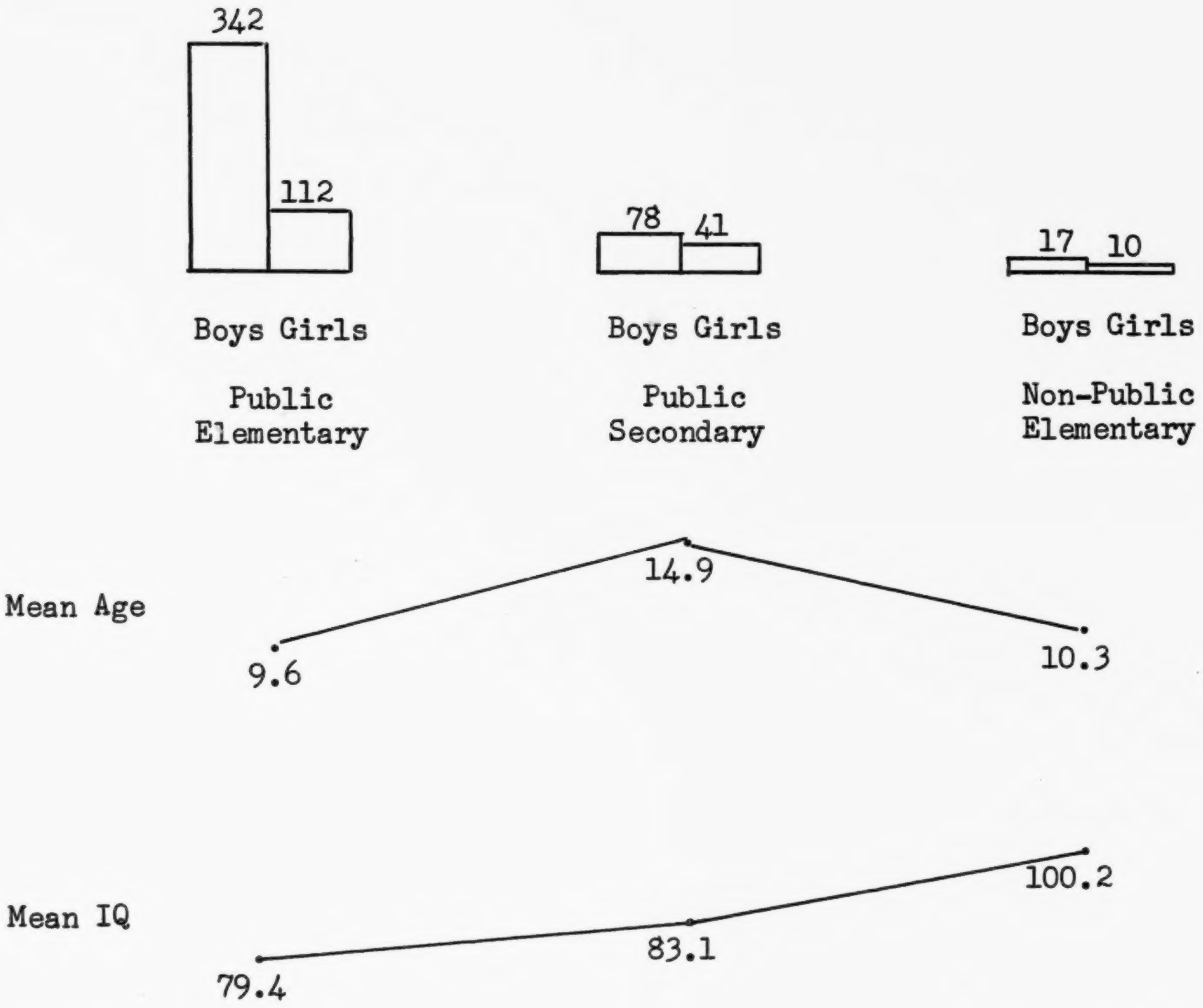


Figure 6. Pupil Characteristics--Sample Schools
Psychological Services Program

OBJECTIVES

The objectives of this program, as described by project personnel, were:

1. To improve academic achievement by raising the aspirational level.
2. To improve the children's self-image.
3. To improve the children's attitude toward school and education.
4. To improve the average daily attendance.
5. To reduce the rate and severity of disciplinary problems.

PROGRAM OPERATION

In addition to board-funded psychologists working in Title I public schools, ESEA-funded psychologists were assigned to each school to provide intensive diagnostic and therapeutic services to the most disadvantaged and disturbed children. Selection for inclusion in the program was based upon referral by the principal of children with learning, behavior or personality problems requiring therapeutic treatment. Types of treatment included play therapy, individual therapy, group therapy, supervision of programmed learning and other special learning methods, as well as human relations programs.

The program also provided therapeutic counseling for parents and a series of in-service training seminars in therapy for disadvantaged children.

EVALUATION PROCEDURES

At the elementary level, the sample was stratified into a "Primary" sub-sample (K-P8) and a grade 4-6 sub-sample since different pre-measures were obtained for each sub-sample. The treatment group included all children who received psychological services regardless of other Title I program involvement. The control group included all other children in Title I programs at grade levels corresponding to those of the treatment group. Although this procedure resulted in a comparatively large control group it was not considered sufficient to invalidate the multiple regression analysis.

At the secondary level, the experimental group consisted of students participating in the Psychological Services Program and in at least one Title I direct service type program, such as Language Arts, Science, Mathematics, and Social Studies. The control group consisted of students who were in direct service Title I programs, but not in supportive services programs (Psychological Services, Guidance, Social

Worker and Social Improvement). As in the evaluation of the elementary program, a covariance design was used for statistical analysis under multiple linear regression procedures.

FINDINGS

The results of the regression analysis, indicating criterion measures and the adjusting variables used in the elementary and secondary evaluation are reported in Table 25.

TABLE 25

PSYCHOLOGICAL SERVICES PROGRAM

Grade	N		Criterion Measures	R^2	Adjusted Means		F-ratio
	X	C			X	C	
K-3	35	1122	Days Present[1]	.1613	84.28	85.11	0.40
K-3	25	894	Attitude to Self[2]	.0458	21.78	22.85	1.86
4-6	25	788	Conduct Grade[1]	.1486	2.39	2.83	45.47*
4-6	25	788	Days Present[1]	.1744	80.99	85.22	11.86*
4-6	14	636	Attitude to Self[2]	.0257	22.21	22.21	0.00
7-12	6	113	Conduct Grade[3]	.3345	2.53	3.47	12.54*
7-12	6	113	Half-days Absent[3]	.1268	41.47	16.38	8.14*
7-12	6	113	Attitude to Self[3]	.1509	29.52	33.41	2.66

*Significant at the .01 level
Adjustment variables:
(1) sex, grade level, IQ, days present, age, and group membership.
(2) sex, grade level, IQ, IQ scatter, days present, age, and group membership.
(3) sex, grade level, IQ, conduct, half-days absent, IQ scatter, age, and group membership.

Table 25 indicates that there were significant F-ratios between the groups at grades 4-6 and 7-12 when conduct grade or attendance was used as the criterion; however, since the R^2 in each case is of insufficient magnitude, no meaningful interpretation can be made. (See page 14, Condition 1).

A subjective evaluation was obtained through a questionnaire which was sent to the teacher or guidance counselor on a selection of students who were referred to a Title I psychologist for therapeutic intervention. A total of 78 questionnaires was sent. Seventy were returned, of which 11 had to be discarded due to incomplete responses. Of the 59 forms which were complete, in 28 cases, teachers felt there had been a positive change in the problem which prompted referral of the student to the school psychologist; in 33 cases, teachers noted an improvement in the student's overt behavior pattern in class; in 26 cases, there had been a positive change in the way the student was accepted by his classmates; and in 27 cases, teachers felt that as a result of contact with the school psychologist there had been a positive change in their ability to teach children with special learning or behavior problems. In response to a question regarding their judgment of the psychological service rendered in helping the students selected in the sample, teachers felt it was "very effective" in 18 cases, "slightly effective" in 24 cases, and "not effective" in 17 cases.

In addition, an instrument known as the Interdisciplinary Questionnaire (IDQ) was administered to the Title I psychologists at the five elementary sample schools and the eight Title I secondary schools on a sampling of students. The results of the IDQ, at the elementary level indicate that among the three supportive services (Guidance, Psychological Services and Social Worker), Title I psychologists at the sample schools were second in their perception of how many other services their pupils were receiving in addition to psychological services. They perceived 22 out of a possible 44 services being rendered to the sample students. When considering both the direct and supportive-type Title I services, Title I psychologists ranked seventh out of nine in their perceptions of how many other Title I services their students were receiving. In contrast, the "other" services' knowledge of who was seen by the psychologist was first among all the Title I services, both direct and supportive. Therefore, it can be concluded that the Title I psychologist is adequately imparting to others, knowledge that he is providing service to certain pupils, but that the Title I psychologists are not knowledgeable about which of their pupils are also receiving other Title I services.

CONCLUSION

A statistical analysis of the data under multiple regression procedures did not provide an R^2 of sufficient magnitude to allow any valid inferences to be made.

In the judgment of teachers, the most positive change resulting from the psychological services rendered under the program was in improving the students' attitude toward school, a primary objective of the program.

Title I psychologists are adequately imparting to teachers, counselors, and specialists involved in other Title I programs, knowledge that they are providing service to certain pupils. However, it appears that Title I psychologists are not sufficiently aware of other Title I services being rendered to students with whom they are working.

It seems obvious that different variables, other than the usual ones such as age, IQ, grade, sex, report card grades, must be found in order to obtain any meaningful inferential analysis of the effects of psychological services. A rigidly controlled design does not seem possible or appropriate in the public school setting and perhaps the evaluation will have to be based upon case studies on a randomly selected number of students in the program.

ELEMENTARY AND SECONDARY GUIDANCE

The Elementary and Secondary Guidance Program was designed to be supportive to other Title I ESEA programs by providing intensive educational, vocational, and social counseling to disadvantaged children at the Kindergarten through 12 grade levels.

Budget $173,687

	Public Schools		Non-Public
	Elementary	Secondary	Elementary
Reported Grade Levels of Pupils	K-6	7-12	1-8
Number of Schools	21	8	10
Total Pupil Involvement	768	1817	309

Schools Involved

Elementary Public

Allen
Auer
Brown
Fifth
Forest Home
Garfield
Holmes
Kilbourn
LaFollette
Lee
Lloyd
MacDowell
Meinecke
Ninth
Palmer
Siefert
Twelfth
Twentieth
Twenty-First
Vieau
Walnut

Secondary Public

Lincoln
North
South
West
Fulton
Kosciuszko
Roosevelt
Wells

Elementary Non-Public

Bethlehem
Holy Trinity
St. Boniface
St. Francis
St. Gall
St. John
St. Leo
St. Michael
St. Patrick
St. Stephen

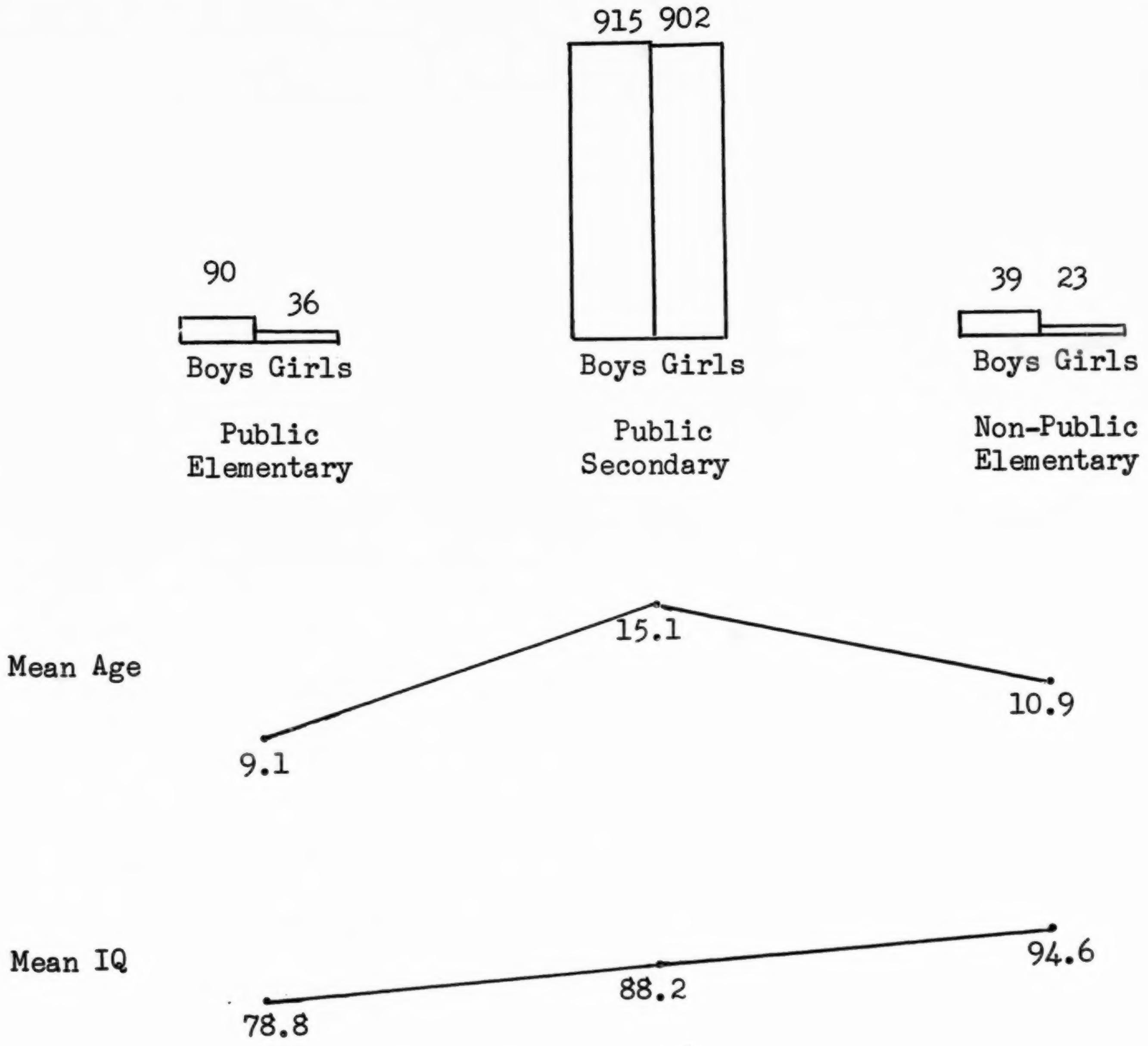


Figure 7. Pupil Characteristics--Sample Schools
Elementary and Secondary Guidance Program

OBJECTIVES

The objectives of the Elementary and Secondary Guidance Program, as identified by the proposal, were:

1. To improve pupil attitudes toward school and education so as to improve behavioral patterns.
2. To improve the pupil's personal outlook toward self and peers.

PROGRAM OPERATION

The Elementary Guidance program was conducted during the past school year in 21 public and 10 non-public elementary schools in the target area. An equivalent of nine full-time counselors served these schools. The nine positions were staffed with 25 part-time persons, each with a number of periods adding up to a staff of nine full-time people.

Guidance service in the elementary schools was concentrated at the K-4 grade level in accordance with emphasis of the total Title I Communications Skills project.

In order to meet the goals of the program, a variety of counseling techniques were used. Since this was the first time guidance had been introduced at the elementary school level, the counselor generally had to establish rapport with the child so that communication could take place. Hand puppets and finger puppets were used as aides in a role-playing situation. Group guidance was used when the counselor deemed it advisable.

The elementary guidance counselor worked closely with school administrators and classroom teachers regarding educational and/or social problems of individual pupils. The counselor made use of other supportive service personnel such as the social worker, lay aide, and psychologist since their spheres of activity often overlap. When the problem of a particular child had been diagnosed and placement in a special program was indicated, the counselor referred the child to that program. These included referrals to reading centers, special classes, speech therapy, the school nurse, Special Educational Service Centers, and agencies outside of the Milwaukee Public Schools.

The Secondary Guidance program was conducted during the 1968-1969 school year in eight public secondary schools in the target area. An equivalent of nine full-time counselors served the schools. The nine positions were staffed with twenty counselors. These nine positions were in addition to the board-funded guidance positions in each school.

Title I guidance service at the secondary schools was supportive to Title I curriculum programs such as Language Arts, Science, Mathematics and Social Studies. In order to meet the goals of the program, a variety of counseling services were extended including individual educational and vocational counseling and group counseling of students with common problems.

In addition, one Title I ESEA counselor at each secondary school was designated as the Title I building coordinator. His duties included interpretation of Title I and its place within the total school program to the school staff, working with other staff members in identifying and selecting students for placement in Title I programs, and assisting Department of Educational Research personnel with the collection of data at the local school level to be used in the evaluation of Title I activities.

EVALUATION PROCEDURES

Improvement in pupil attitude toward school, self, and peers was assessed by administering a locally-devised attitude scale to a sample of pupils receiving guidance services in both elementary and secondary school samples and to comparison samples from the same schools. Final conduct grades and attendance were collected on program pupils and on a comparison group at the primary, intermediate and secondary levels.

These data were analyzed using multiple linear regression analysis. At the primary level (K-P8) post-attendance and scores on the attitude scale were used as criterion measures. Adjusting variables included sex, grade, IQ, age, attendance, achievement scatter, and group membership. Achievement scatter was the range of percentile scores on subtests of the Metropolitan Readiness Test.

At the intermediate level, grades 4-6, criterion measures included scores on the attitude scale, post conduct marks, and post attendance. Adjusting variables used were sex, grade, IQ, attendance, age, group membership and achievement scatter. Achievement scatter was percentile range on subtests of the Iowa Tests of Basic Skills.

Analysis of data collected at the secondary level (7-12) included post-conduct grades, post-attendance, and scores on the attitude scale. The adjusting variables included sex, grade, IQ, conduct marks, attendance, IQ scatter, age, and group. IQ scatter was the difference between the verbal and nonverbal scores on the Lorge-Thorndike Intelligence Test.

Elementary guidance counselors tabulated counseling contacts during the first semester of the 1968-1969 school year.

Principals of project schools, both public and non-public, responded to a questionnaire distributed by the project director concerning Title I guidance services in their respective schools.

School administrators were asked to judge how well the program met its objectives.

FINDINGS

Primary Level--grades K-P8

Table 26 presents the results of the multiple linear regression analysis of data collected at the primary level.

Obtained R^2's on both the attitude to self and school and post attendance criterion measures are less than .50. Therefore, the data were not subjected to further analysis. (See page 14, Condition 2).

TABLE 26

ELEMENTARY GUIDANCE PROGRAM
GRADES K-P8

N				Adjusted Means		
X	C	Criterion Measures	R^2	X	C	F-ratio
22	897	Attitude to self, school	.0458	21.57	22.85	1.80
26	1131	Post Attendance	.1627	83.01	85.15	2.26

Adjustment Variables: sex, grade, IQ, achievement scatter, attendance, age, and group membership.

Intermediate Level--grades 4-6

Table 27 presents the results of the regression analysis of data collected at the intermediate level.

TABLE 27

ELEMENTARY GUIDANCE PROGRAM
GRADES 4-6

N				Adjusted Means		
X	C	Criterion Measures	R^2	X	C	F-ratio
25	788	Post-Conduct Grade	.1044	2.71	2.82	3.45
25	788	Post-Attendance	.1634	84.33	85.75	1.08
20	630	Attitude to self, school	.0261	21.87	22.22	0.24

Adjustment Variables: sex, grade, IQ, attendance, age, achievement scatter, and group membership.

Low R^2's on the three criterion measures did not justify further analysis. (See page 14, Condition 2).

Secondary Level--Grades 7-12

Table 28 presents the results of the multiple linear regression analysis of the data collected at the secondary level.

TABLE 28

SECONDARY GUIDANCE PROGRAM
GRADES 7-12

N = 275; X = 162, C = 113

Criterion Measures	R^2	Adjusted Means X	Adjusted Means C	F-ratio
Post-Conduct Grade	.2554	3.26	3.54	8.72*
Post-Attendance	.1001	19.79	16.45	2.00
Post-Attitude to self, school	.1164	32.48	33.02	0.60

*Significant at .01 level

Adjustment Variables: sex, grade, IQ, conduct grade, attendance, IQ scatter, age, and group membership.

It is evident from Table 28 that the R^2 values obtained on the three criterion measures--post conduct grades, post attendance, and post attitude to self and school--are of insufficient magnitude to warrant further analysis. (See page 14, Condition 2).

Guidance Counselors' Responses on Interdisciplinary Questionnaire

An interdisciplinary questionnaire was administered to all Title I guidance counselors at the five elementary sample schools and at the eight secondary schools. The purpose of this instrument was to measure communication among personnel in various disciplines about specific children who were most frequently involved in Title I programs.

At the elementary level, personnel in other disciplines (psychologist, social worker, reading center, remedial and classroom teachers, teacher aide, and Title I building coordinator) perceived with 68% accuracy that specific pupils were in the guidance program, indicating that guidance counselors had communicated to other disciplines the fact that they were working with these children. Guidance counselors ranked third among all disciplines in this area.

Counselors ranked first among supporting service personnel (55% accuracy) in their perceptions of other program involvements for these children. It appears that guidance personnel were not only knowledgeable of the fact that other disciplines were working with their students, but had communicated to others the fact that these children were receiving guidance services.

When asked about specific services which their students were receiving in other disciplines, elementary guidance counselors were 33% accurate and ranked first among other supporting service personnel in their accuracy. Other disciplines were 31% accurate in their perceptions of the kinds of services given these pupils in the guidance program. Counselors ranked third among other supporting services in their ability to communicate to others regarding the kinds of service they gave to their pupils.

At the secondary level, personnel in other disciplines (psychologist, social worker, Title I coordinator, and homeroom teacher) perceived with 67% accuracy that specific students were in the guidance program, indicating that guidance counselors had communicated the fact to other disciplines that they were working with these children. Guidance personnel ranked first among all disciplines in this area.

Guidance counselors ranked second with 72% accuracy in their perceptions of other program involvements for these children. It appears that guidance personnel were not only knowledgeable of the fact that other disciplines were working with their students but had communicated to others the fact that these children were receiving guidance services.

When asked about specific services which their students were receiving in other disciplines, guidance counselors were 32% accurate and ranked first among the disciplines in their accuracy. Other disciplines were 27% accurate in their perceptions of the kinds of services given these students in the guidance program. Counselors ranked second among all disciplines in their ability to communicate to others regarding the kinds of service they gave to their students.

For further analysis of the interdisciplinary question see page 149.

Principals Questionnaire--Title I Elementary Guidance Services

In March, elementary public and non-public school principals were asked to respond to a questionnaire covering guidance services in their 31 schools.

These 31 schools had a total enrollment of 18,361 pupils. The average number of days counseling service was 2.25 per week. Twenty-two of the 31 principals felt that additional days were needed in order to have an effective guidance program, and principals said that they felt more guidance services could be extended in the areas of consultation with parents, group counseling and group guidance.

When asked, "What dimensions would you want to see added to the guidance program?" responses included:

- one full-time guidance person assigned to each school
- counselor-teacher-coordinator conferences to facilitate handling of children
- more consultation with teachers
- counselor should have a more adequate background in child psychology and counseling techniques

Administrators Questionnaire

Elementary principals and vice-principals in 21 public elementary schools and principals and Title I building coordinators in eight secondary schools were asked to rate the guidance program as to how well it met six criteria. A three-point scale was used:

3--outstanding
2--satisfactory
1--unsatisfactory

Table 29 indicates these criteria and the results.

TABLE 29

MEAN RATING OF THE GUIDANCE PROGRAM BY ADMINISTRATORS

As a result of this project there has been improvement in:	Mean Rating Elementary	 Secondary
Pupil attitude	2.0	2.4
Personal Development	1.9	2.3
Pupil-teacher relationships	2.0	2.8
Home-school relationships	1.9	2.3
Out-of-school activities	1.7	2.1
Supervision	2.0	2.3

These data indicate that the administrators in elementary project schools felt that the program was not meeting these criteria as well as it might have. Since the elementary program was staffed with part-time personnel during the past year, service in some schools was fragmented and irregular. This handicap has been corrected for the coming year since all elementary guidance counselors will be employed full-time.

Secondary principals and Title I building coordinators in project schools appear to be quite positive about the impact of the program in these six areas.

SOCIAL WORK SERVICES

Social work services were expanded through the use of teams of social workers, assistants, and lay-aides. Under the leadership of the social workers, the teams worked to improve the self-image of disadvantaged students, change student attitudes toward themselves and toward school, improve daily attendance, and coordinate other services in the community.

Budget $171,568

	Public		Non-Public
	Elementary	Secondary	Elementary
Reported Grade Levels of Pupils	K-8	7-12	1-8
Number of Schools	25	8	16
Total Pupil Involvement	1634	631	321

Schools Involved

Elementary Public

Allen
Auer
Brown
Field
Fifth
Forest Home
Fourth
Garfield
Holmes
Kilbourn
LaFollette
Lee
Hopkins

Lloyd
MacDowell
McKinley
Meinecke
Ninth
Palmer
Siefert
Twelfth
Twentieth
Twenty-First
Vieau
Walnut

Secondary Public

Fulton
Kosciuszko
Lincoln
North
Roosevelt
South
Wells
West

Non-Public

Bethlehem
Emmaus
Holy Trinity
Nazareth
St. Boniface
St. Francis
St. Gall
St. Joan

St. John
St. Leo
St. Michael
St. Patrick
St. Rita
St. Stanislaus
St. Stephen
Urban Day

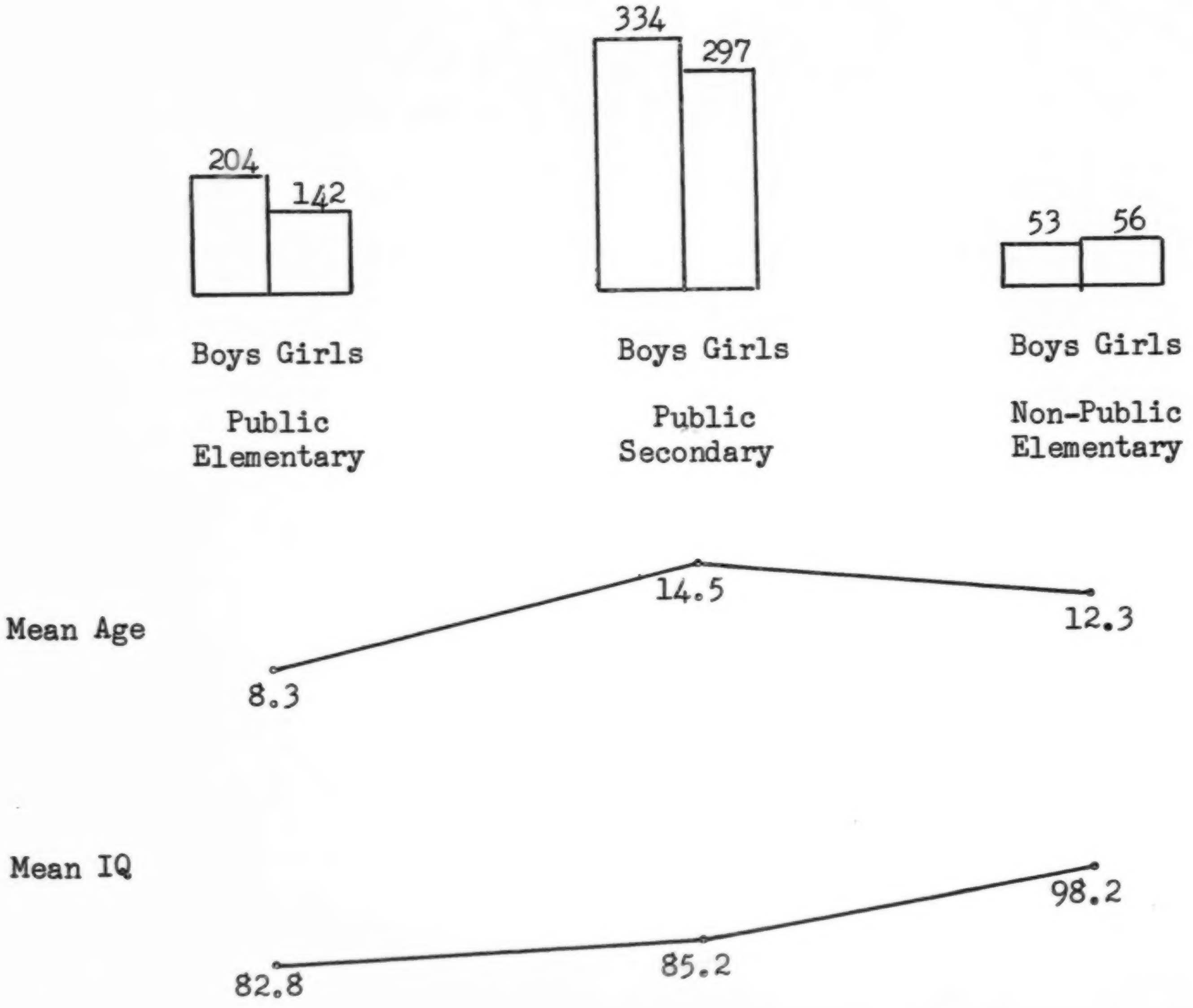


Figure 8. Pupil Characteristics--Sample Schools
Social Work Services Program

OBJECTIVES

The primary objective of this program was to change, in a positive direction, the debilitating factors within the child or those outside the school setting which prompted the referral. In addition, the program was considered to be unique to the basic School Social Work Services in that it was to provide for a more coordinated team approach and intensive social services to problems of children, their families, and school staff.

Attendance rates, conduct grades, and attitudes toward self, peers, and school were decided upon as being the primary criteria for determining the program's success.

EVALUATION PROCEDURES

Demographic data for the program were gathered from 49 participating schools.

Treatment and comparison groups were established at the five public elementary schools in the sample and at all eight of the public secondary schools in the target area. Students who participated in the Social Work Program at these schools were compared with students who were not involved in the program. Attempts were made to reduce the effects of concurrent involvements in other special programs by using all pupils at the elementary level who had the necessary variable information and then comparing those students with those who were not in Social Work Program. At the secondary level both groups of students had to be involved in other Title I services as well as being in the Social Work Program or its comparison group.

Scores on three criterion measures (attitude toward self, post-attendance, and conduct grade) were adjusted for initial differences between groups for as many as eight variables, i.e., sex, grade level, IQ, achievement or IQ variability, pre-attendance, age, and conduct grades.

Survey instruments were directed to regular elementary classroom teachers, elementary and secondary principals, and Title I coordinators. The instruments were designed to determine staff perceptions of the effectiveness of the School Social Work Program and its impact on the regular school program.

In an effort to determine how much interaction occurs between disciplines for students participating in social work, a special instrument was devised and administered to all social workers at the five elementary sample schools and the eight secondary schools. The same instrument was administered to guidance counselors, psychologists, teachers, speech therapists, Title I coordinators, teacher-aides, reading teachers, and remedial teachers in these same schools. The objectives were to determine how perceptive school social workers were of the other services received by their case students and how perceptive these other services were of the school social worker's involvement.

FINDINGS

Table 30 presents the results of the inferential analysis of the School Social Work Services Program.

TABLE 30

SCHOOL SOCIAL WORK SERVICES

Grade	N X	 C	Criterion Measures	R^2	Adjusted Means X	 C	F-ratio
Primary	61	854	Self-Attitude	.0447	22.37	22.85	0.75
Primary	101	1056	Attendance	.1700	82.47	85.34	12.41*
4-6	27	623	Self-Attitude	.0261	22.48	22.18	0.20
4-6	43	770	Attendance	.1776	81.68	85.92	14.98*
4-6	43	770	Conduct	.1212	26.04	28.30	18.93*
7-12	51	113	Self-Attitude	.1502	31.86	33.59	3.27
7-12	51	113	Attendance	.1316	25.71	16.33	8.04*
7-12	51	113	Conduct	.2568	2.86	2.95	18.70*

*Significant at .01 level.
Adjustment variables: Sex, grade, IQ, group membership, scatter, attendance, age, conduct.

Table 30 indicates that for the primary, intermediate, and secondary grade levels an insufficient amount of variance ($R^2 < .50$) on the criterion measure was obtained after as many as eight adjustments. Despite the significant differences between treated and comparison groups (See page 14, Condition 1), the factors that contributed to these differences are practically unknown. Nothing meaningful, therefore, can be inferred from these results.

The results of the Regular Classroom Teacher Questionnaire revealed that 60 teachers of the 113 teachers surveyed had students in the Social Work Program. When asked to rank order the three programs that were most beneficial to disadvantaged children, 14 ranked Social Work the most beneficial, 13 ranked it second-most, and 7 ranked it third. The program was felt to be a help to 40 of the regular classroom teachers responding.

The 59 principals, vice-principals, and Title I coordinators who responded to the Principal Rating Scale gave the program a mean of 2.27 (3-outstanding, 2-satisfactory, 1-unsatisfactory) for its contribution to improved pupil attitude, personal development of pupil, pupil-teacher relationships, home-school relationships, out-of-school activities, and perceptions of students problems.

School Social Workers' Responses on Interdisciplinary Questionnaire

An interdisciplinary questionnaire was administered to all Title I and board-funded social workers at the five elementary sample schools and at the eight secondary schools. The purpose of this instrument was to measure communication among various disciplines about specific children who were most frequently involved in Title I programs.

At the elementary level, personnel in other disciplines (psychologist, guidance counselor, reading center, remedial and classroom teachers, teacher aide, and Title I building coordinator) perceived with 69% accuracy that specific pupils were in the social work program indicating that social workers had communicated the fact that they were working with these children to other disciplines. Social workers ranked second among all disciplines in this area.

Social workers ranked third among supporting service personnel (30% accuracy) in their perceptions of other program involvements for these children. It appears that social workers had communicated to others the fact that their children were receiving social work services. However, they were less aware of disciplines working with these students.

When asked about specific services which their students were receiving in other disciplines, elementary social workers were 80% accurate and ranked fourth among other supporting service personnel in their accuracy. Other disciplines were 40% accurate in their perceptions of the kinds of services given these pupils in the social work program. Social workers ranked first among other supporting services in their ability to communicate to others regarding the kinds of service they gave to their pupils.

At the secondary level personnel in other disciplines (psychologist, guidance counselor, Title I coordinator, and homeroom teacher) perceived with 66% accuracy that specific students were in the social work program, indicating that social workers had communicated the fact that they were working with these children to other disciplines. Social workers ranked second among all disciplines in this area.

Social workers ranked third with 51% accuracy in their perceptions of other program involvements for these children. It appears that, social workers had communicated to others the fact that their children were receiving social work services. Again they were less knowledgeable of what other services their students were receiving.

When asked about specific services which their students were receiving in other disciplines, social workers were 13% accurate and ranked fourth among the disciplines in their accuracy. Other disciplines were 24% accurate in their perceptions of the kinds of services given these students in the social work program. Social workers ranked third among all disciplines in their ability to communicate to others regarding the kinds of service they gave to their students.

For further analysis of the interdisciplinary question, see page 149.

CONCLUSIONS

Results indicate that classroom teachers, Title I coordinators, and principals have a positive regard for this program. Fifty-seven percent of the teachers rated the program either first, second, or third-most beneficial. The results of the Principals Rating Scale reveal a somewhat better than satisfactory image for this program.

Nothing meaningful can be said as a result of the inferential analysis other than that the two groups are different and were evidently different initially.

The results of the Interdisciplinary Questionnaire reveal that social workers impart to other services better than they perceive. That is, other services evidently are more aware of what is happening in the Social Work Program than the social workers are aware of happenings in other services. This observation is apparent not only when viewed relative to other supportive services but also when viewed relative to direct services at the elementary level. It would appear that meaningful inquiries could be made into this observation as well as into the appropriateness of one specific objective, i.e., providing a more coordinated team approach and intensive social services to problems of children, their families, and school staff.

SOCIAL IMPROVEMENT PROGRAM

The Social Improvement Program was designed to help give deprived children the self-confidence to participate successfully in group living. Accepted modes of grooming, courtesy, table manners, and other social skills were taught by special personnel.

Budget $17,187

	Public		Non-Public
	Elementary	Secondary	Elementary
Reported Grade Level	4-6	7-12	4-8
Number of Schools	25	4	10
Total Pupil Involvement	3993	631	635

Schools Involved

Public Elementary

Allen
Auer
Brown
Field
Fifth
Forest Home
Garfield
Holmes
Hopkins
Kagel
Kilbourn
LaFollette
Lee
Lloyd
MacDowell
McKinley
Meinecke
Ninth
Palmer
Siefert
Twelfth
Twentieth
Vieau
Walnut
Twenty-first

Public Secondary

Lincoln
North Division
Wells
West Division

Non-Public Elementary

Holy Trinity
St. Anthony
St. Francis
St. John
St. Leo
St. Michael
St. Patrick
St. Stanislaus
St. Stephen
Urban Day

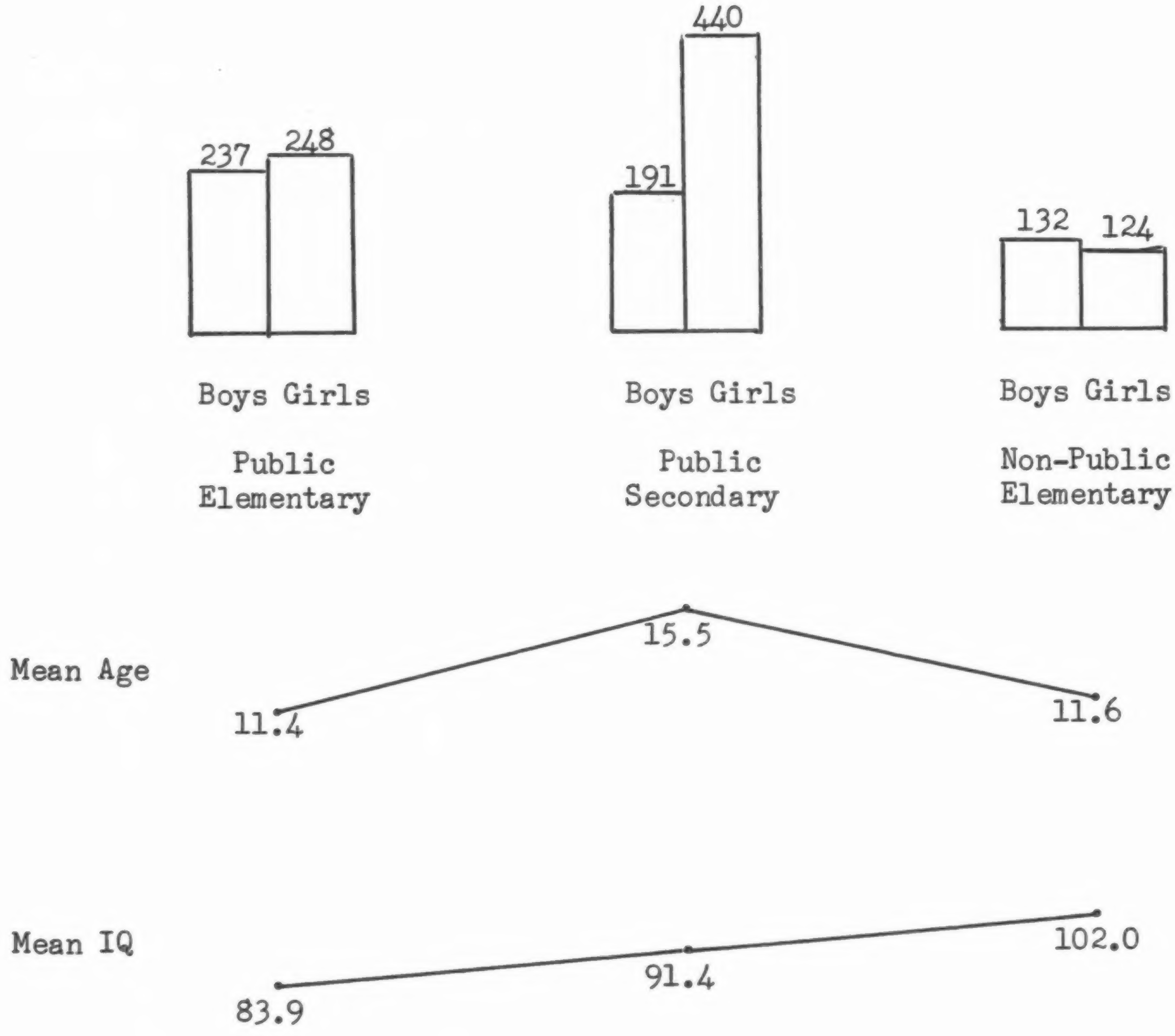


Figure 9. Pupil Characteristics--Sample Schools Social Improvement Program

OBJECTIVES

The Social Improvement Program started in 1967-1968. According to project personnel, its objectives were:

1. To help deprived pupils develop a sense of personal worth and dignity.
2. To develop desirable personality traits and qualities for successful group living.
3. To help pupils acquire skills in social behaviors.

PROGRAM OPERATION

During 1968-1969, five special itinerant teachers conducted classes at 39 schools every week. Over 5,200 target area children were introduced to skills such as proper use of the telephone, acceptable table manners, good grooming, and social customs. Classes involved in the Social Improvement Program were those recommended by the principal.

EVALUATION PROCEDURES

The program was evaluated by comparing samples of participants and non-participants on conduct, school attendance, and scores on the elementary and secondary forms of the Milwaukee Self-Concept Scale.

At the elementary level, data were collected on pupils in grades four, five, and six of the five sample schools. The treatment and control groups were adjusted for differences due to sex, grade, IQ, group membership, pre-attendance, and age.

At the secondary level the sample was drawn from all four participating schools. Adjustments in treatment and control groups were made for differences due to sex, grade, IQ, conduct grades, half-days absent, IQ scatter (a score representing the difference between verbal and nonverbal IQ scores), group membership, and age.

FINDINGS

Pupils

In analyzing Tables 31, 32, and 33 it should be noted that no R^2 obtained on the criterion measures is of sufficient magnitude to allow inferential interpretation, nor did any difference between the adjusted means produce a statistically significant F-ratio. (See page 14, Condition 2). Therefore, no statements about the Social Improvement Program can be made on the basis of obtained conduct grades, scores on the Milwaukee Self-Concept Scale, or school attendance.

Administrators

The Social Improvement Program was given an overall rating of satisfactory by 38 elementary administrators. Six secondary administrators rated the program midway between satisfactory and outstanding.

TABLE 31

SOCIAL IMPROVEMENT PROGRAM - GRADES 4-6

N=813; X=244; C=569

Criterion Measures	R^2	Adjusted Means		F-ratio
		X	C	
Conduct Grades	0.1006	2.81	2.82	0.05
Days Present	0.1631	85.35	85.84	0.79

Adjustment variables: Sex, grade, IQ, group membership, attendance, and age.

TABLE 32

SOCIAL IMPROVEMENT PROGRAM - GRADES 4-6
SELF-ATTITUDE

N=650; X=204; C=446

Criterion Measures	R^2	Adjusted Means		F-ratio
		X	C	
Self-Concept Scale	0.0261	22.69	22.23	0.21

Adjustment variables: Sex, grade, IQ, group membership, IQ scatter, attendance, and age.

TABLE 33

SOCIAL IMPROVEMENT PROGRAM - GRADES 7-12

N=138; X=25; C=113

Criterion Measures	R^2	Adjusted Means		F-ratio
		X	C	
Post-Conduct Grades	0.2163	3.25	3.46	2.01
Post-Half-Days Absent	0.0675	21.65	16.56	1.27
Self-Concept Scale	0.1279	32.85	33.51	0.25

Adjustment variables: Sex, grade, IQ, conduct, half-days absent, IQ scatter, group membership, and age.

Classroom Teachers

In the five sample schools, 20 classroom teachers whose pupils were in the project were asked to rank ten ESEA Title I programs. Social Improvement was ranked as one of the three most beneficial programs by 16 of these teachers. Twelve teachers felt the program helped them as teachers; three felt that the class benefited; one felt that the program should be discontinued.

Parents

One-hundred and eight parents responded to a questionnaire assessing the knowledge of their child's involvement in the Social Improvement Program. Of these parents, 61 were not aware that their child was in a Social Improvement class; 19 checked a child as a participant when he was not; 23 knew their child was in and felt the program helped; and five knew their child was in and felt the program did not help.

SUMMARY

The Social Improvement Program was viewed as beneficial by most administrators, classroom teachers, and parents who knew their child participated. In terms of its low budget, this program reaches a large number of deprived children and acquaints them with social skills deemed desirable by educators and parents.

SPECIAL EDUCATIONAL AND SERVICE CENTERS

Two centers provided a process for the early identification of educational needs and problems of the disadvantaged and handicapped. These centers provided continuing diagnostic services in a variety of specialized fields including speech, reading, guidance, psychological services, social work, medical services, and unique special education classes.

Budget $270,138

	Elementary	
	Public Schools	Non-Public Schools
Reported Grade Levels of Pupils	K-8	1-8
Number of Schools	60	6
Total Pupil Involvement	130	8

Services Rendered

	Number of Involvements
Guidance	26
Health	117
Psychological	36
Reading Clinic	99
Social Work	18
Speech, Language, and Hearing	91
Educable, Mentally Retarded	32
Learning Impairment	28
Total	447

Schools Involved

Public

Allen
Auer
Field
Forest Home
Garfield
Holmes
Kilbourn
LaFollette
Lee
Lloyd
Meinecke
Palmer
Siefert
Vieau

Non-Public

Centennial Lutheran
Holy Trinity
Holy Ghost
St. Adelbert
St. Patrick
Urban Day

OBJECTIVES

Through diagnosis, interdisciplinary staffing, and/or appropriate placement, this program hoped to effect positive changes in pupils. These changes could vary perceptively and be manifest in the pupils' mental, physical, cultural, emotional, perceptual, neurological, or academic behavior.

Due to the broad range of behavior manifestations and the individual variations that may result due to treatment, it was mutually agreed upon between project directors and the evaluation staff that the criterion measure for this project be a teacher perception instrument.

EVALUATION PROCEDURES

The names of students were obtained from the Department of Exceptional Education in the central administration building. Because the desired change in pupil behavior would be expected to occur after diagnosis, staffing and placement, students involved in the program were defined as those for whom reports were sent to their referring school.

A questionnaire for each involved student was sent to his teacher. The questionnaire identified the student and the specific services rendered him at the Special Service Centers. Teachers were asked to react to the degree and direction of change for his particular referral reason. They were asked to rate the effectiveness of the diagnosis or treatment service. Two open-ended questions requested information on how the service aided the teacher and how the program might be improved.

Principals and coordinators of Title I schools were asked to rate the program in terms of its ability to help them better understand the students' problems.

FINDINGS

Of the 138 questionnaires sent to teachers, 81 completed forms and 41 partially completed forms were returned for a total of 122 or 88.4%. These teachers felt that their students made small changes in a positive direction. They rated the diagnostic/treatment service as being somewhat effective.

The results of the open-ended question that inquired into whether or not the recommendations aided teachers in working with the student revealed that 61 of the 75 responses were generally positive in nature.

Suggestions that might improve the program generally included a need for better communication between Service Center and school, the need for more intensive follow-up, the need for speedier processing of referrals, and the need to keep recommendations practical and realistic for the classroom situation.

Thirty-six principals and Title I coordinators rated the program 2.28 (3-outstanding, 2-satisfactory, 1-unsatisfactory) in its ability to provide them with a better understanding of their student's problems.

CONCLUSIONS

The number of positive responses to this program, as indicated by 81.3% of the responding teachers, would imply that the program is providing staff members with better understandings of student behavior. The somewhat tepid rating and the extensive number of suggestions for program improvement, however, would indicate that the teachers want to be more directly involved in the program, that they want more of this service, and they want it faster.

ADAPTIVE RECREATION PROGRAM FOR HANDICAPPED CHILDREN

The recreation program for handicapped children provided year-round sheltered recreation programs for mentally, physically, multiple-handicapped and emotionally disturbed children and young adults from six to twenty-one years of age. Participants included children from public and non-public schools, as well as children with severe disabilities who could not attend school. A multi-sensory activity approach was used to improve an individual's mobility, manual and language competence, social interaction, and self-image. Activities included sports, games, music, arts and crafts, swimming, field trips, dances, clubs, and social events.

Budget $18,742

Involvement by Disability

Disability	Boys	Girls	Total
Crippled	88	63	151
Mentally Retarded	66	44	110
Visually Handicapped	6	3	9
Hearing Defects	4	3	7
Emotionally Disturbed	6	1	7
Speech Defects	1	1	2
Totals	171	115	286

m

Schools or Centers Involved

School	Handicap Served
Gaenslen (AM)	Trainable Retarded
Gaenslen (PM)	Physically Handicapped
Manitoba (AM)	Trainable Retarded
Manitoba (PM)	Physically Handicapped
Neeskara (AM)	Educable Retarded
Neeskara (PM)	Emotionally Disturbed
Parklawn	Mentally Retarded
Will-O-Way	Physically Handicapped

OBJECTIVES

The objectives of this special recreation program, as defined in the proposal, were:

1. To meet the individual and group recreational needs of handicapped children.
2. To improve social interaction among handicapped children.
3. To improve the self-image of handicapped children.

PROGRAM OPERATION

Based upon application by the parents and a confirmation by the family physician that the child was able to participate in certain phases of the program, the handicapped child was accepted for participation by the Division of Municipal Recreation and Adult Education of the Milwaukee Public Schools. The application included information regarding transportation requirements as well as any medical limitations imposed by the family doctor on a child's participation.

Operating upon the premise that any handicapped child is disadvantaged, this program was not limited to children in the geographical Title I target area, but was open to handicapped children throughout the entire city of Milwaukee. In addition to children enrolled in public schools, the program served children who attended non-public schools as well as children who, because of their personal limitations, were not enrolled in any regular school program.

The range of recreation programs for the handicapped included: recreation center programs on Saturday for boys six to 13 years old; any evening recreation center program for teenagers from 13 to 19 years of age; a swim instruction program on Saturday afternoons; spring and fall season programs on playgrounds and at field houses; a summer playground program and field trip experience for boys and girls from six to 19 years. Program participants were grouped for activities according to their ages and competencies. Severely handicapped children were required to be teamed with a neighborhood Youth Corps aide or a student aide from the University of Wisconsin-Milwaukee.

The program operated for 33 weeks during the regular school season and for eight weeks during the summer. It utilized a staff of 36 part-time workers and an overall director. The latter was board-funded.

EVALUATION PROCEDURES

The evaluation plan included the administration and interpretation of a parent questionnaire.

FINDINGS

Parent Evaluation

A total of 59 forms were mailed to parents of participants; 33 forms (56%) were completed and returned. The results indicated that 82% of the parents responding rated the program outstanding or excellent, and 76% thought their children would also rate the program outstanding or excellent. Thirty out of the 33 parents thought the program helped their children improve their self-image and, in general, parents believed that program information, arrangements, bus transportation, duration of activities, and physical requirements of activities were satisfactory.

Additional comments from the responding parents indicated a high degree of satisfaction with the program. Not a single parent thought the program should be discontinued.

With respect to parents' opinion of the most beneficial aspect of the program, opportunity for social interaction was indicated most frequently. This is significant in view of the fact that improving social interaction was a prime objective of the program.

Staff Evaluation

Twenty-two members of the professional staff were asked to respond to a ten item questionnaire designed to obtain their evaluation of the program. All replies were anonymous.

Of the 15 staff members who responded, 60% felt the facilities were excellent and 33% felt they were satisfactory. Forty per cent felt the materials provided were excellent and 47% felt they were satisfactory. No member felt that either the facilities or materials were outstanding, nor did any of the respondents feel that the program was too strenuous for the children.

The staff was asked to rank five desired outcomes of the program according to the degree they felt these outcomes were being met by the program. A one-to-five rating was assigned to the rankings from best to least and the results were as follows:

Rank	Improvement In
1	Social Relations
2	Self-Image
3	Manual Competence
4	Mobility
5	Language

Staff members felt that gym activities were the most successful activity for boys and the arts and crafts activities the most successful for girls; they felt the children liked dancing and gym activities the best and arts and crafts the least.

SUMMARY

This program provided recreation experiences for mentally, physically, and multiple-handicapped children. Basic objectives of the program were to provide them with the opportunity for recreational activities, the opportunity to socialize and to improve their self-image. The Gaenslen, Manitoba, Neeskara, Parklawn, and Will-O-Way sites were chosen for most activities of the program. A total of 286 handicapped children and 36 part-time staff members were involved in the program.

Two evaluation questionnaires were administered--one to the staff and one to parents. The ratings of the staff questionnaire ranged from excellent to fair on most questions. The staff ranked improvement in social relations as the outcome which was being met best by the program and improvement in language as the outcome which was being met the least. The findings of the parent questionnaire indicated a high degree of satisfaction with most facets of the program and most recommendations for improving the program called for expansion or intensification of the activities.

PRIMARY SCHOOL SPECIAL TESTING PROGRAM

This service provided for standardized achievement testing in the primary grades and for assistance in the use of such information in the identification and analysis of learning difficulties of individual pupils and groups.

Budget $24,324

	Public	Non-Public
Reported Grade Levels of Pupils	P1-P8	1-3
Number of Schools	25	2
Total Pupil Involvement*	14,571	366

*Number of tests administered pre and post (duplicated count).

Objectives

This program was designed to:

1. affect positively the pupil's motivation and interest in improved academic performance.
2. raise indirectly the academic achievement.
3. develop more positive attitudes toward tests and testing.
4. help staff improve their understanding and use of test information.
5. provide means for working relationships between curriculum specialists and teachers.
6. increase parental appreciation of standardized tests and interest in educational achievement.

Due to the global nature of the desired objectives, staff perception of these objectives was selected as a reasonable evaluation strategy.

EVALUATION PROCEDURES

Questionnaires, which included seven forced-choice items (one for each of the stated objectives) and as many as four open-ended questions, were sent to 268 primary teachers, 45 principals and vice-principals, and 12 curriculum supervisors. The questionnaire was designed to quantify staff perceptions of each objective by weighting responses, positive to negative, on a four-point scale. The staff members were given the choices "Very Much," "Much," "Little," "No," or "No Opinion" as responses to the degree of change effected for each objective. "No Opinion" was not included in the weighting.

FINDINGS

Of the 268 questionnaires sent to lower, middle, and upper primary teachers, 188 were returned or 66.4%. The high mean response score for this group was 2.5 (much-little use) for the item, "Has the item performance information been useful to you in analyzing the more specific academic strengths and weaknesses of pupils in your schools?" The low mean response score was 1.6 (little-no change) for the item, "Has pupil interest in improved academic performance been affected in a positive manner as a result of this project?" The total mean response for all items for this group was 2.08 (little help, value, effect, use, or change).

Twenty-four of the 45 principals and vice principals returned their questionnaires (53.3%). The high mean response score for this group was 3.1 (much help) for the item, "Has the project helped you identify individual and/or group instructional needs?" The low mean response score, 1.8 (little), was for the same item for this group as for the primary teachers, i.e., "Has pupil ... project?" The total mean response for all items for this group was 2.55 (Much-little help, value, effect, use, or change.)

Eight of the 12 curriculum supervisors returned questionnaires, but of those, only four felt qualified to respond to specific items. The high mean response score, 3.0 (much), was for the same item for this group as for the principals, i.e., "Has the project ... instructional need?" The low mean response score, 1.0 (no), for this group was for the item, "Have the academic achievement levels of pupils been affected in a positive way as a result of this project?" The total mean response for all items for this group was 2.2 (little help, value, effect, use, or change).

Generally, all groups felt that the most helpful feature of the program was the identification of specific strengths and weaknesses of pupils. Need for change is indicated from three specific findings:

1. the administration of tests was too time consuming;
2. the results were received too late;
3. the tests are not valid for deprived children.

CONCLUSIONS

Results of the teacher, principal and curriculum supervisor questionnaires would indicate that this program provides staff members with better identification of pupil needs but that it has not affected pupil behavior or attitude. Principals evidently perceive the program more positively (2.55, much-better) than primary teachers (2.08, little) with curriculum supervisors falling in between (2.2, little-much).

INSTRUCTIONAL RESOURCES PROGRAM

The Instructional Resources Program was designed as a supporting service to the total Title I ESEA Communication Skills Project. Services were provided in the areas of production of audiovisual materials, ordering and maintenance of audiovisual equipment, and in-service training of project personnal in the use of various media.

Budget $43,387

	Public		Non-Public
	Elementary	Secondary	Elementary
Grade Level Served	K-8	7-12	1-8
Number of Schools	25	8	15

OBJECTIVE

The primary objective of the Instructional Resources Program was:

> To provide supportive service to the total Title I ESEA Communication Skills Project in the areas of audiovisual production, resources, and in-service education of staff as to the classroom use of various media.

PROGRAM OPERATION

This program was divided into three segments: (1) production of audiovisual materials to be used by project personnel in working directly with children in Title I programs, (this segment also included the production of various materials used in the dissemination of information concerning Title I activities); (2) in-service training of staff in the classroom use of new audiovisual media; (3) procurement and maintenance of audiovisual equipment.

The Instructional Resources Program served all phases of the Title I Communication Skills Project operating in all target area schools, both public and non-public.

Production of Audiovisual Materials

The Department of Instructional Resources, through its production facilities, made available a number of services and materials during the 1968-1969 school year. An artist produced some 15 covers and assorted art materials for curriculum guides and reports in the various Title I programs. He was also involved in producing illustrations for transparencies, kodaliths and slides.

Photographic services produced 2,500 2x2 slides, 2,000 feet of 16 MM black and white and color film, and approximately 100 kodalith negatives, which were used in the preparation of printing plates. About 2,000 overhead transparencies, 75 spirit masters and 106 multiple copies of audio tapes were produced.

In-Service Training of Title I Staff

A television-based in-service workshop program on the operation and care of audiovisual equipment, called "Using Technology: The Equipment" was produced by Instructional Resources personnel in another segment of this project. A 55-page guide keyed to the TV presentations was developed and will serve later as a classroom teacher's reference source.

The workshop, consisting of six half-hour television programs plus six $1\frac{1}{2}$ hour demonstration-practice-testing sessions, was presented twice during the spring semester to 150 Title I teachers and 400 teacher-aides. The latter were funded under a project supported by funds from the State Board of Governmental Operations.

Another in-service aspect of the Title I Instructional Resources Program was the financing of tuition fees for a course at the University of Wisconsin-

Milwaukee. Eight audiovisual building directors in ESEA-funded schools completed the course, "Introduction to Instructional Technology".

Other activities included in this segment:

- made 14 videotape recordings of teacher-class groups for teacher-training and teacher-orientation purposes.
- presented six videotape equipment demonstrations to staff groups.
- developed and produced a videotape on the subject of videotape equipment operation.
- consulted with numerous teachers, faculty groups, and Central Office staff members on materials utilization.
- developed and produced for ESEA-funded summer schools, 45 sets of colored slides with accompanying taped commentaries and printed scripts on three different field trips.

Procurement and Maintenance of Audiovisual Equipment

Under this segment of the Instructional Resources supportive service program, assistance was given to Title I personnel in the selection, ordering, distribution, maintenance, and replacement of audiovisual equipment. Uncommitted equipment was reallocated to new or expanded Title I programs. Assistance was also given to the supervisory staff in locating information regarding the availability of new audiovisual equipment. Liaison with the Milwaukee Public Museum regarding the loan service of various audiovisual materials was provided.

CONCLUSIONS

It appears that the Instructional Resources Program is meeting its objective of being a supportive service for the Title I ESEA Communication Skills project with regards to audiovisual production, resources, and in-service education of staff in the classroom use of various newer media.

NON-PUBLIC SCHOOL SERVICES

1. Communication Skills
2. Homes for Neglected and Delinquent Children

TITLE I SERVICES TO NON-PUBLIC SCHOOLS

Nine of the 11 elementary and supporting services Title I programs were in operation in 15 non-public elementary schools in the target area. One secondary project operated at one non-public secondary school. These programs were:

Project	Number of Schools
Elementary Guidance	10
English as a Second Language	3
Language Development	5
Psychological Services	15
Reading Center	14
Secondary Mathematics	1
Service Centers	(all schools eligible)
Social Improvement	8
Social Worker	15
Outdoor Education	13

Schools Involved

Bethlehem Lutheran
Emmaus Lutheran
Holy Ghost Lutheran
Holy Trinity
Nazareth Lutheran
St. Boniface
St. Francis
St. Gall
St. John
St. Johns Cathedral
St. Leo
St. Michael
St. Patrick
St. Stanislaus
St. Stephen Lutheran
Urban Day

Of the 16 non-public schools, five were Lutheran, ten were Catholic, and one was a community school. Total pupil involvement in non-public school Title I programs was 5,876.

OBJECTIVE

All individual programs had the same objectives and goals for the non-public schools as they did for the public schools.

PROJECT OPERATION

Title I personnel serving a non-public school were either located in a room rented by the Milwaukee Board of School Directors or in one of the five trailer classrooms located on non-public school property. These trailer classrooms were especially constructed for this purpose and located semipermanently at the school.

Operation of various Title I programs followed the same procedures in the non-public schools as in the public schools. The Special Kindergarten and Remedial Teacher Programs were not included in non-public schools.

EVALUATION PROCEDURES

Counts of pupil involvement in Title I programs were supplied by project personnel and/or Title I building coordinators of the neighboring public schools. For purposes of evaluation a two-school sample was selected, for which complete baseline and demographic data were collected on the pupils. Because the public school Title I project stressed communications skills at the primary level, evaluation in the non-public schools was focused on communication skills in grades one through three.

Achievement data on pupils receiving Title I intensive services were compared to those of children not receiving Title I intensive service. At grade one, these data were analyzed using the multiple linear regression analysis with three subtests of the Cooperative Primary Test serving as criterion measures. Adjusting variables were: group membership, age, IQ and the Metropolitan Readiness Word Meaning and Listening subtests.

In grades two and three, Cooperative Primary Listening, Word Analysis, and Reading subtests along with post conduct marks, attendance, and reading and language report card grades were used as criterion measures. Adjusting variables included the pre-Cooperative Primary subtests, pre-conduct marks, attendance, reading and language report card grades, age and group membership.

Classroom teachers in the sample schools were asked to respond to a questionnaire concerning Title I activities in the non-public schools. In addition, principals of all non-public schools were requested to judge the effectiveness of each program in meeting its objectives.

FINDINGS

Communication Skills Achievement (Grades 1-3)

Table 34 and 35 present the results of the multiple linear regression analysis of achievement data on treated and comparison pupils in the two-school sample.

TABLE 34

NON-PUBLIC SAMPLE SCHOOLS - COMMUNICATIONS SKILLS - GRADE 1

N = 30; X = 16, C = 14

Criterion Measures	R^2	Adjusted Means X	Adjusted Means C	F-ratio
Cooperative Primary Test				
Listening	.3770	28.62	32.40	4.43*
Word Analysis	.6152	27.08	39.42	19.21**
Reading	.4182	21.10	24.54	1.35

*Significant at .05 level
**Significant at .01 level

Adjustment variables: IQ, Metropolitan Readiness Word Meaning and Listening subtests, age, and group membership.

The R^2 values obtained on the Cooperative Listening and Reading subtest criterion measures are not of sufficient magnitude to warrant further analysis. (See page 14, Conditions 1 and 2). In the case of the Cooperative Word Analysis subtest, the R^2 being above .50 allows interpretation of the significant difference evident between the adjusted means. Statistically this difference in favor of the comparison group is a real difference and not one due to chance. (See page 14, Condition 3).

TABLE 35

NON-PUBLIC SAMPLE SCHOOLS - COMMUNICATIONS SKILLS
GRADES 2 AND 3

N = 35; X = 14, C = 21

Criterion Measures	R^2	Adjusted Means X	Adjusted Means C	F-ratio
Cooperative Primary Test Listening	.5822	34.04	35.73	0.66
Word Analysis	.7760	53.44	52.34	0.55
Reading	.8255	34.65	33.85	0.17
Post-Conduct Grade	.5449	3.57	4.05	3.61
Post-Attendance	.3149	170.84	176.71	1.73
Post-Reading Report Card Grade	.7832	3.04	3.40	2.23
Post-Language Report Card Grade	.7622	2.91	2.87	0.46

Adjustment variables: IQ, Cooperative Primary Listening, Word Analysis, and Reading subtests, conduct, reading and language report card grades, attendance, age, and group memberships.

Analysis of Table 35 indicates that the resulting R^2's on all criterion measures except post attendance are of sufficient magnitude to permit the making of inferences. However, none of the F-ratios are statistically significant, indicating that any difference between the adjusted means for each criterion measure may be due to chance at the .05 level. (See page 15, Condition 4). In the case of the post-attendance criterion measure, neither the R^2 nor the F-ratio fit interpretative requirement. (See page 14, Condition 2).

Classroom Teacher Questionnaire

Twenty-eight non-public school classroom teachers responded to a questionnaire concerning Title I activities.

Various teachers expressed the opinion that seventh and eighth grade students should have more participation in Title I activities; that field trips should be made available to the older students; that more pupils should be involved in language development; that reading center should include first and second graders; and that the visits of the psychologist should be regular and more frequent.

Teachers felt that program effectiveness depended on the personnel involved and that teachers should be made more aware of what is being done for their pupils' in guidance and psychological counseling.

Most teachers expressed the opinion that they were well pleased with the Title I programs and felt that these programs, in general, were of help to their pupils.

Principal's Questionnaire

Fourteen of the 15 principals of Title I non-public schools rated the Title I programs operating in their schools on the basis of how well each had met its objectives. A three-point scale was used: 3-outstanding, 2-satisfactory, 1-unsatisfactory.

Table 36 indicates the overall mean ratings for each program operating in non-public Title I schools as judged by 14 of the 15 principals.

TABLE 36

OVERALL MEAN RATINGS OF TITLE I PROGRAMS BY
NON-PUBLIC SCHOOL PRINCIPALS

Program	N	Mean Rating
Reading Center	13	2.5
Language Development	5	2.5
English as a Second Language	3	2.6
Guidance	10	2.2
Social Work	7	1.8
Social Improvement	8	1.7
Psychological Services	12	2.2
Outdoor Education	7	2.5

In some instances, the principals stated that services in a program were too limited to judge that program's effectiveness. However, the data in Table 36 seem to indicate that the principals of non-public Title I schools, as a group, are quite positive about the impact of the majority of these programs.

HOMES FOR NEGLECTED AND DELINQUENT CHILDREN

This program, consisting of eight sub-programs, was designed to meet definite needs of children placed in each of the eight separate homes for neglected and delinquent children. Individual sub-programs were designed to improve the outlook of these children toward their peers and the community at large in an effort to re-establish them as useful members of society.

Budget $34,443

Number of Students by Age

9-10	11-12	13-14	15-16	17-18	Total
5	10	31	46	23	115

Schools Involved

Cedarcrest Girls Residence
John Quincy Adams Hall
Lakeside Childrens Home
Perpetual Help Boys Home
St. Aemilian Home
St. Charles Boys Home
St. Joseph Home for Children
St. Vincent Group Home

OBJECTIVE

The main objective of the Homes for Neglected and Delinquent Program was:

> To provide various services and experiences in order to meet specific educational, social, and psychological needs of children who have been placed in homes for neglected and delinquent children.

PROGRAM OPERATION

The project operated at eight homes for neglected and delinquent children in the city of Milwaukee. Each sub-program was related to other direct and supportive services within the "Home" organization.

Most of the children had been placed in the "Homes" by court action and were identified as needing the services of that particular "Home". Specific educational needs of the children were further identified by the staff and a program was designed to meet the greatest educational need not ordinarily available in the "Home".

Cedarcrest Girls Residence is a residential institution for adolescent girls with behavior problems. These girls, 13 to 18 years of age, have been adjudged delinquent and placed at Cedarcrest by the Children's Court. Some of the girls who cannot attend a nearby high school attend classes in the "Home".

A reading center program for approximately 15 girls was conducted during the school year. The main objectives of the reading program were to improve the reading ability of each student to a higher level of achievement and to develop a healthy attitude toward education.

Lakeside Childrens Home conducted a team teaching tutorial program for mentally retarded and emotionally disturbed children.

John Quincy Adams Hall is a temporary shelter for delinquent and neglected children, ages 9-18, until further disposition can be arranged by the Department of Public Welfare or Juvenile Court. The length of residence at Adams Hall varies from one to 90 days with the average length of stay being 45 days. Pupils attend nearby public schools.

A tutorial program was conducted to provide special help with classwork, especially reading and writing. The "Home" does not have an educational program; therefore, the tutorial teacher provided help with homework that had been assigned by the classroom teacher.

Perpetual Help Boys Home is a residential "Home" for adolescent boys, 14 to 18 years of age, who are delinquent and emotionally disturbed. The boys, who are committed to the "Home" by action of the Juvenile Court for a term of 18 months to two years, attend nearby public schools. Since improvement in reading skills was seen as the prime educational need, a reading center program was operated at the "Home". The reading center teacher worked with individuals or small groups of boys at their specific reading level.

St. Aemilian Home is a residence for boys, 6-15 years of age, who have been neglected in their own homes. These boys, placed with court approval by the Child Welfare Division of the Milwaukee County Welfare Service, have educational and emotional problems.

A class of six-eight emotionally disturbed boys was established at the "Home". Special instructional materials were used with individual boys after an assessment was made of individual pupil needs. In addition, the teacher worked with the parents to develop positive attitudes toward school and to help them better understand and aid their child.

St. Charles Boys Home is a residential "Home" for highly disturbed adolescent boys, 10 to 18 years of age, who have been placed by order of the courts. The boys are assigned to the premises for all activities including education.

A special reading program was conducted at the "Home" and Title I ESEA funds were used to equip the reading center with materials and equipment.

In addition, a class for six severely emotionally disturbed boys was taught by a Title I-funded teacher. The objectives of this program were to improve their emotional and social stability; and to improve their academic performance.

St. Joseph Home for Children is a residence home for emotionally disturbed and neglected children who have been placed there by the courts. These children, grades seven through ten, are enrolled in both public and non-public schools in the area. Two programs were conducted at this facility.

An industrial arts program was in operation after school hours and on Saturdays and included both boys and girls. The purpose of this program was to involve the emotionally disturbed residents in purposeful activities in order to release anxiety and tension, to develop an interest in woodworking as a hobby and vocational trade, and to develop an appreciation for finished products.

The tutorial program was designed to aid five or six of the most educationally disadvantaged, emotionally disturbed, and truant boys in the "Home". The major objectives were to assess learning difficulties and design a program to meet these deficiencies; and to help the child cope with the stress of classroom environment so that he could be returned to a community school. Tutoring was given in the basic skills.

St. Vincent Group Home is a residential treatment center for adolescent girls with behavior problems. They range from 11 to 18 years of age. Some girls attend nearby public schools, others go to non-public schools, and still others receive instruction on the premises.

Group activities, therapeutically and/or recreationally oriented, were conducted by a group worker on designated evenings and Saturdays for the purpose of improving the psychological, emotional, and social growth of the girls.

EVALUATION PROCEDURES

Since the Homes for Neglected and Delinquent Children Project, funded under Title I ESEA, was composed of eight distinct programs operating in eight separate institutions, it was not feasible to develop a design involving measures other than staff reaction to the program. In addition, operation (staffing and equipment) of these programs did not begin until the second semester of the school year. Most programs involved relatively small numbers of students receiving treatment in a wide variety of situations and types of programs. Selection criteria, length of treatment, and other factors had little commonality within the total project.

Because of these limitations, evaluation was limited to staff reaction and opinion as to activities within each sub-program. Project personnel were asked to respond to a questionnaire regarding their individual programs. Achievement testing and/or surveying of pupil attitudes by the Department of Educational Research were not deemed feasible or practical since many of the children involved were severely emotionally disturbed and under the care of a psychologist, psychiatrist, or other professional.

FINDINGS

Personnel Reaction Form

A staff reaction opinionaire was sent to the project person at the eight homes for neglected and delinquent children. Responses were received from seven persons. Responses were categorized as follows:

How would you rate the overall value of the project as it was implemented this year?

	Little Value			Much Value
	1	2	3	4
Responses		2	1	4

Some of the approaches used in working with neglected and delinquent children included close personal contact, group activities, tutoring, and use of short assignments to provide immediate feedback.

Observed changes in skills, achievement, attitudes and behavior included pride in finished product, gains in math and reading test scores, better attendance, greater eagerness to read, and improvement in self-control.

Project activities considered to be most effective by project personnel included arts and crafts, group social activities, publishing a class newspaper, field trips, science projects, and a weekend camping trip.

Recommendations for program improvement included greater emphasis on arts and crafts, testing for specific learning disabilities, employment of trained teacher aides, establishment of a library, and expediting the ordering of supplies.

CONCLUSIONS AND RECOMMENDATIONS

According to staff perceptions the Homes for Neglected and Delinquent Children Program appears to be meeting the objective of providing services and experiences to residents in order to meet their specific educational needs.

Delays in staffing and arrival of materials imposed a hardship on most of the sub-programs during the first semester's operation. With these handicaps resolved, operation of the program should proceed more smoothly and effectively during the 1969-1970 school year.

The heterogeneous character of individual sub-programs, combined with relatively small transient populations, lends itself only to descriptive evaluation. It is recommended that next year's evaluation include administrator reaction to the program as well as a sample of individual pupil case studies.

SECTION V

UNIVERSAL SURVEY REPORTS

SUMMARY OF STUDENT NEEDS SURVEY--PARENTS' PERCEPTIONS

A survey of parents' perceptions of student needs was conducted by mail during March, 1969. The primary purpose of the survey was to aid in the planning of programs to be funded under Title I ESEA for the 1969-1970 school year. This was one element of a planned survey system designed to provide more effective communication with parents. The Student Needs Survey--Parents' Perceptions is also one facet of a continuing study of student needs in the city of Milwaukee. This continuing study has included surveys of teacher perception of student needs, graduate perception of school system needs, and the city-wide testing program.

FINDINGS

Of the 1750 surveys mailed to a random sampling of pupils in five Title I elementary and eight Title I secondary schools, 1068 or 61.02% were returned. Parents were asked to select, for a specific child, the three greatest needs from a list of 19 educational, social, psychological, and emotional needs. Blank spaces were provided for parents to add any needs not listed.

The analysis of this survey indicated that:

1. for all students in the sample (K-12), parents consider improvement in arithmetic to be the greatest student need; with improvement in reading and planning for the future as the second and third greatest needs,
2. parents of kindergarten pupils ranked improvement in speaking as their children's greatest need,
3. improvement in reading is considered the greatest need for pupils in the primary grades sample,
4. improvement in arithmetic was indicated as the greatest need for students in both intermediate and junior high samples,

5. improvement in planning for the future was selected as the greatest need for students in the senior high sample,
6. improvement in work-study habits was considered one of the five greatest needs at every grade level (P3-12),
7. parents of children at all grade levels were concerned with needs in the affective as well as cognitive domains.

Data obtained from other student needs surveys and the city-wide testing program generally support these findings.

CONCLUSIONS

The fact that over 61% of the parents of 1,750 pupils responded to a mail survey indicates that this was an effective method of obtaining parental opinion as to pupil needs.

COST BENEFIT STUDY - MAY 1969

In an attempt to employ financial management tools in the evaluation of Title I programs in the Milwaukee Public School System, administrators of Title I target area elementary schools were asked to make judgments about the worth of the Title I programs in their schools, including in their judgments cost information which was furnished to them.

Using actual expenditures for Title I programs in Milwaukee for the 1967-1968 school year, and the total reported pupil involvements for the year, a "per pupil cost" was computed for each program. Using his school's reported involvement in each program during 1967-1968, the principal of each Title I elementary school was furnished the total expenditure of Title I funds in his school, sub-totaled by program. Based upon his perceptions of the effectiveness of programs in relation to their costs, each principal was asked to indicate how he would allocate a like amount of funds for this year's, 1968-1969, Title I programs.

The results indicated the following:

1. There is a moderate, positive correlation (0.30) between per pupil cost and the amount of money which principals would allocate to individual programs, suggesting that within limits principals favor programs which provide an intensity of service (and therefore have higher per pupil costs).

2. Within the sub-category of programs which principals would reduce, there is a positive correlation (0.37) between per pupil cost and the amounts by which principals would reduce the existing allocation of funds, indicating that when per pupil costs are particularly high, principals tend to reduce allocations although the reduced allocations may still represent major elements in the planned programs.

3. Principals would allocate 91.3% of their funds in the 1968-1969 school year for Title I programs which were in operation during the 1967-1968 school year. Refinement rather than replacement of most programs would therefore seem advisable.

INTERDISCIPLINARY ASSESSMENT SCALE

This scale was designed to determine how much staff communication and interaction exists for a given student within a school, e.g., "Does the guidance counselor know that a student with whom he is working is also involved with the school psychologist?" Does the school psychologist know that the parents of one of his students in group therapy have been seen by the school social worker? Does the social worker know that one of his cases is participating in the Reading Center program? The rationale for asking these questions is based upon the hypothesis that the greater the degree of interaction and communication between disciplines, the more effective are those disciplines, separately and collectively.

Ten elementary and six secondary students who had received the greatest number of intensive Title I services were selected from each of the five sampled elementary schools and eight secondary target area schools. Each supportive service and direct service staff member (eleven at the elementary level and four at the secondary level) was asked to respond to the questionnaires for all students in his particular school.

Staff members were asked to identify their function, whether or not they had worked with the student, what services other than their own the student had received, what they had provided specifically to that student, and what the other services had provided specifically. Keys for each student were developed and their accuracy validated by comparing Title I records to reported involvements obtained from this instrument.

For each service the percent of accuracy was calculated for that service's perception of what other services and specific activities its students had received. From these data, the percent of accuracy other services had for each service could be calculated.

The results appear in Figures 10-17. To interpret these graphs, the reader is asked to assume interest in the Remedial Teacher Program (randomly selected). Figure 10 will inform him of the number (37) of involvements in other programs the students had who were in that particular service. The percent (.73) of these other involvements that were correctly perceived by his services' staff members is presented in one bar (diagonal line). The percent (.30) of students his staff members perceived as being in other programs but who were not (error ratio) is presented in the other bar (plain). The difference between the diagonal bar percent (.73) and 100% represents the percent of involvements in other services these same students had but that were not perceived by his staff members.

Figure 11 will inform him of the number of involvements in the Remedial Teacher program that could possible be perceived by other services (.78). The percent (.35) of these involvements that were correctly perceived by other disciplines is presented in one bar (diagonal line). The percent (.10) of involvements perceived by others but who were not in the program (error ratio) is presented in the other bar (plain). The difference between the percent of the diagonal bar (.35) and 100% represents the percent of involvements in the Remedial Teacher program of which the other services were oblivious.

Figure 12 and 13 follow the same interpretative procedure, i.e., each service's awareness of other services followed by other service's awareness of each service. However, the level of specificity for Figures 12 and 13 (and for Figures 16 and 17 on the secondary level) is greater. For these four figures, the determination is not who is in or out of programs but what is happening within each program and other programs. Does the remedial teacher know what the social worker is doing for the student as well as whether or not the student is being seen by the social worker?

FINDINGS

The reader is in a position to make his own interpretations, comparisons, and inferences from these figures. He is advised, however, that the concept of interaction and communication between disciplines is not generally considered a primary criterion for some programs (Reading Center and Remedial Teacher), whereas it could be assumed to be a criterion measure for any supportive service.

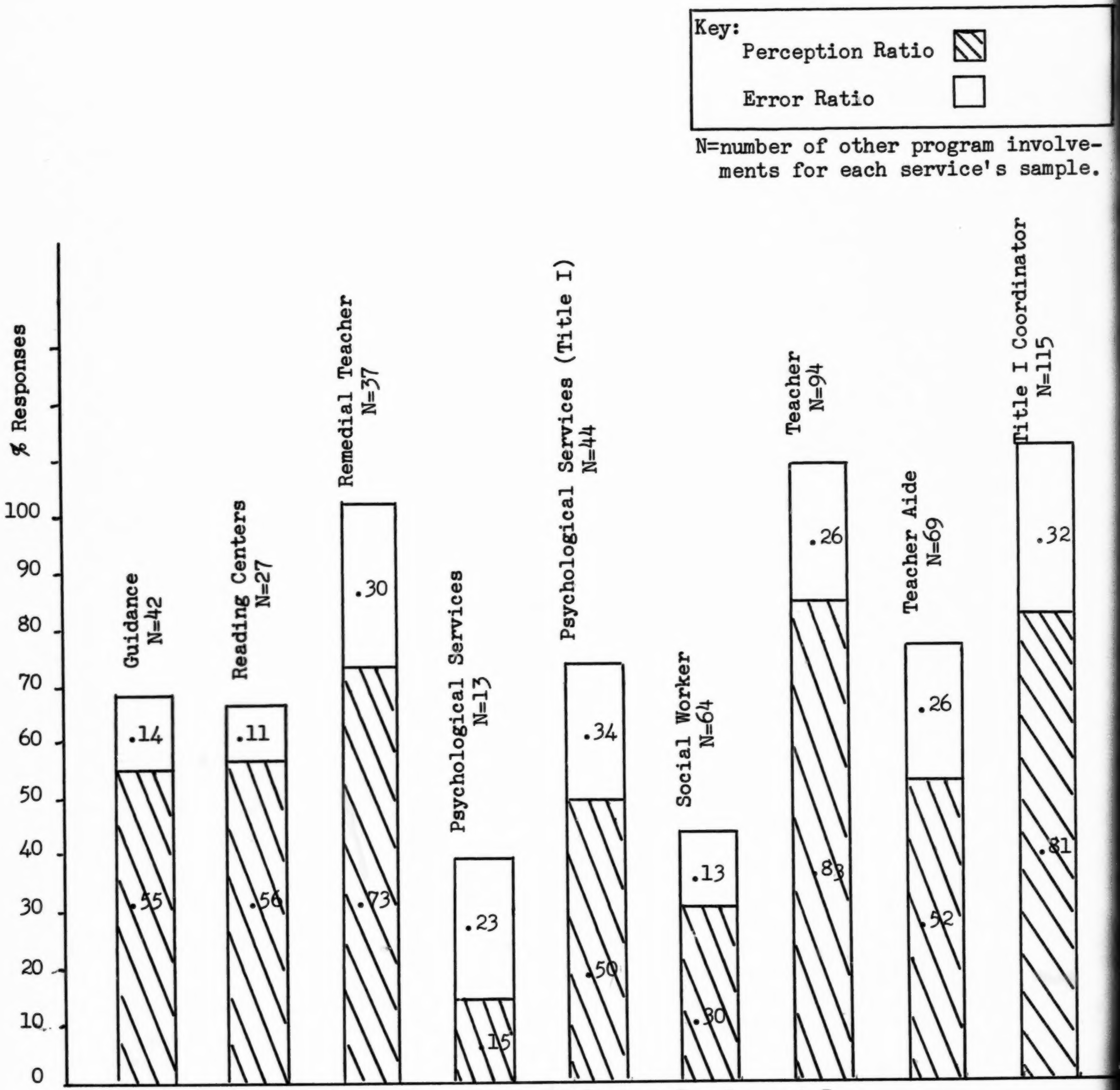
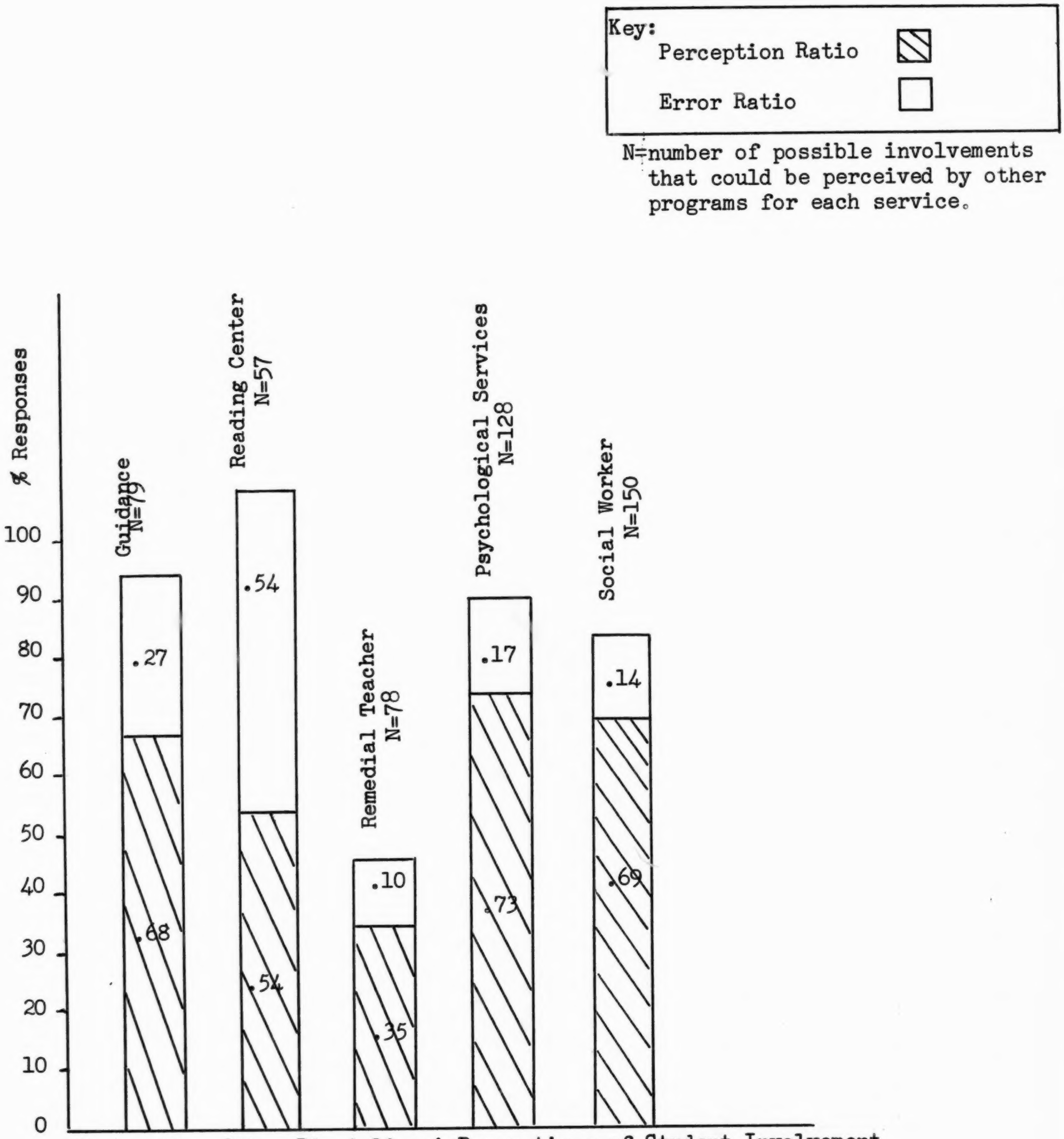


Figure 10. Each Service's Perceptions of Student Involvement In "Other" Intensive Services and Error Ratio



N=number of possible involvements that could be perceived by other programs for each service.

Figure 11. Other Disciplines' Perceptions of Student Involvement In Each Intensive Service and Error Ratio

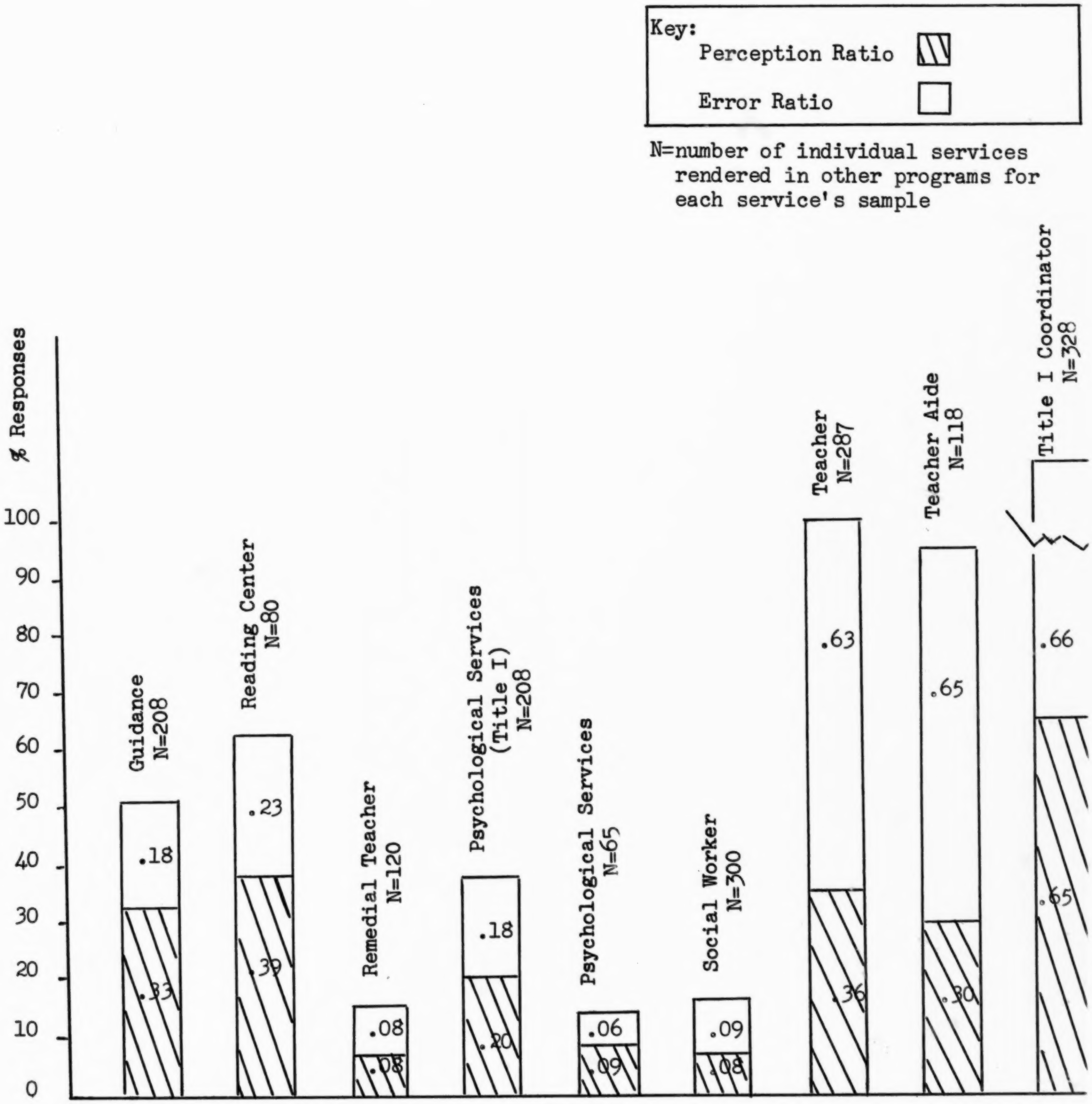
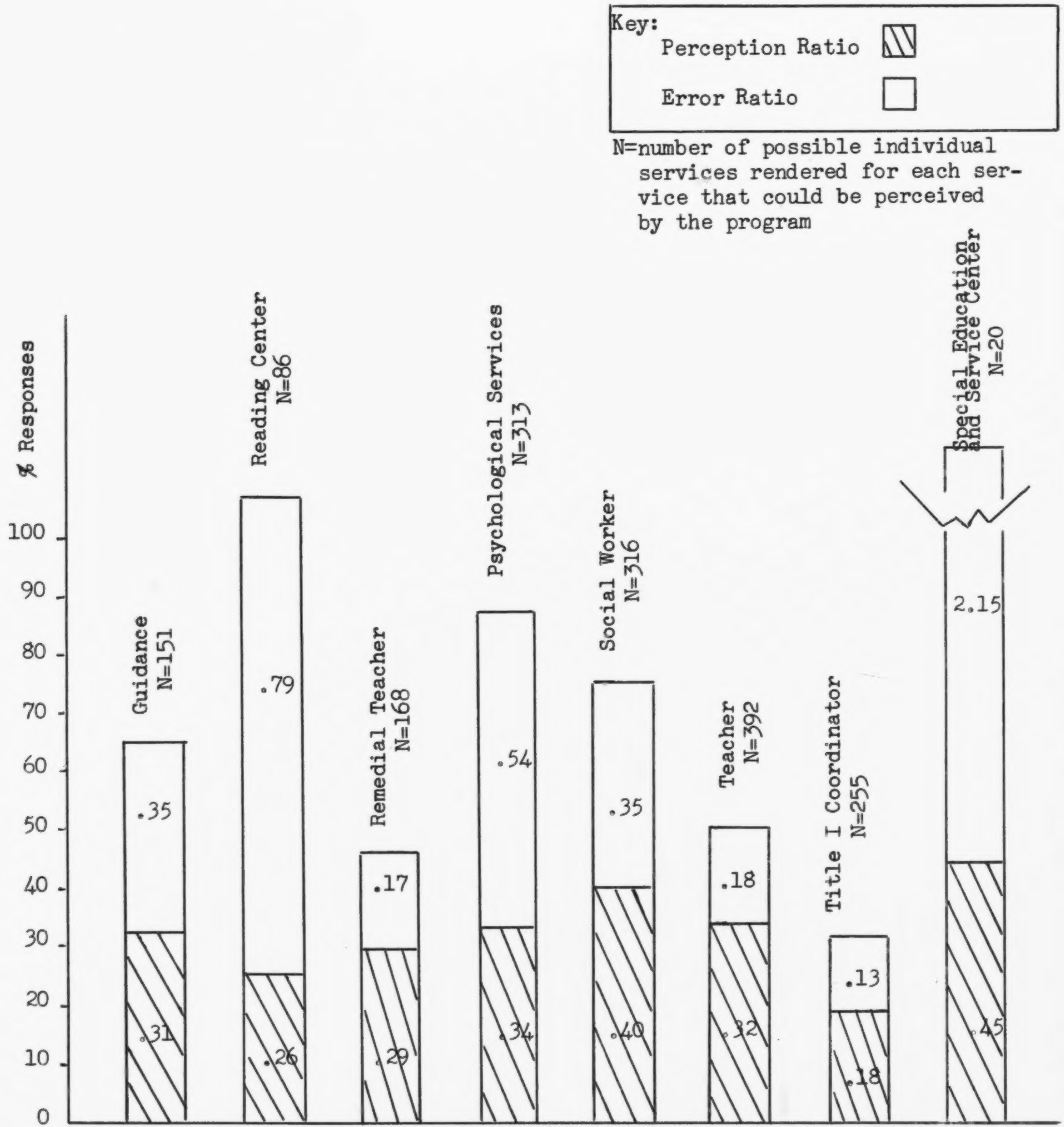
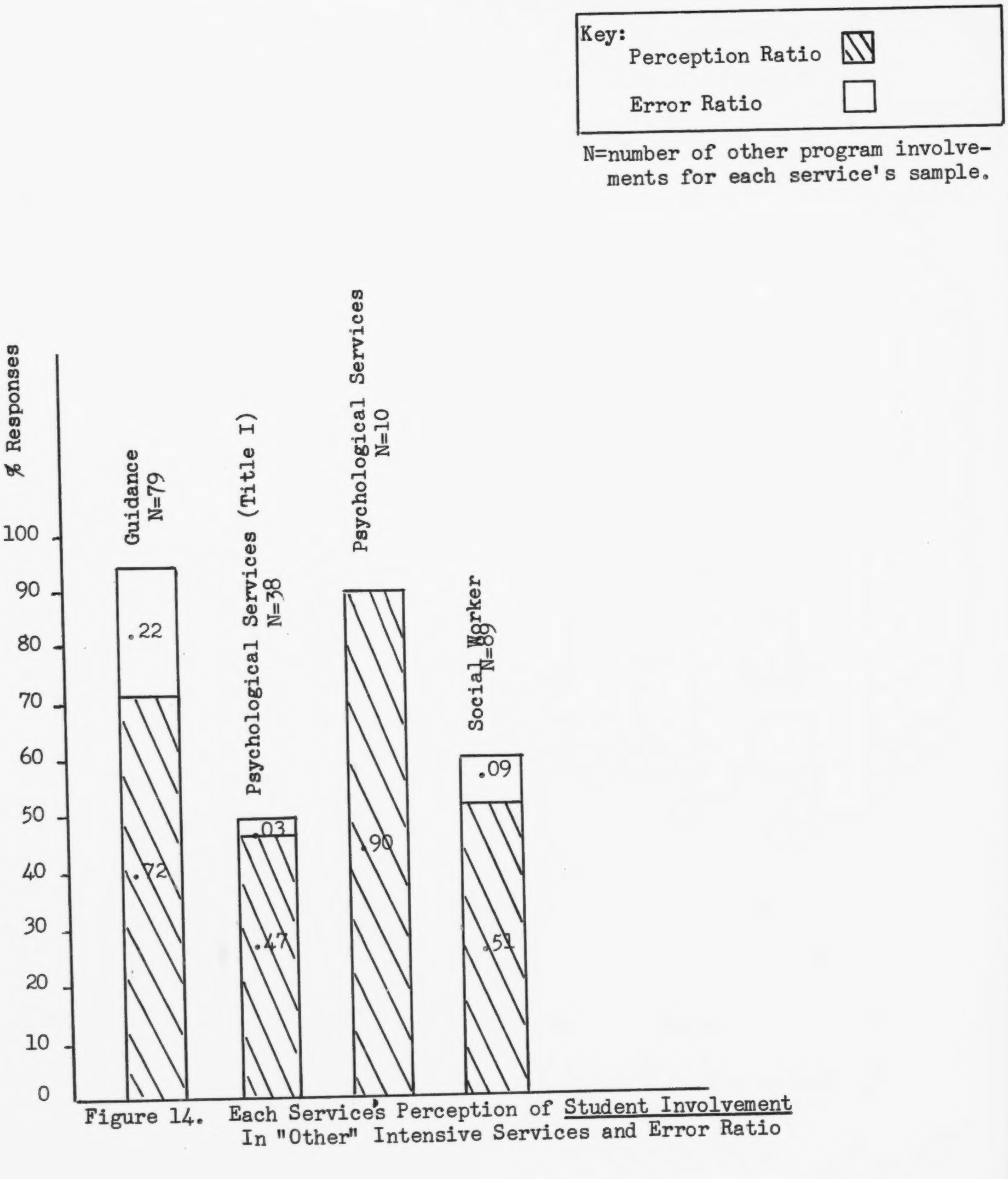


Figure 12. Each Service's Perceptions of Specific Services Within "Other" Intensive Services



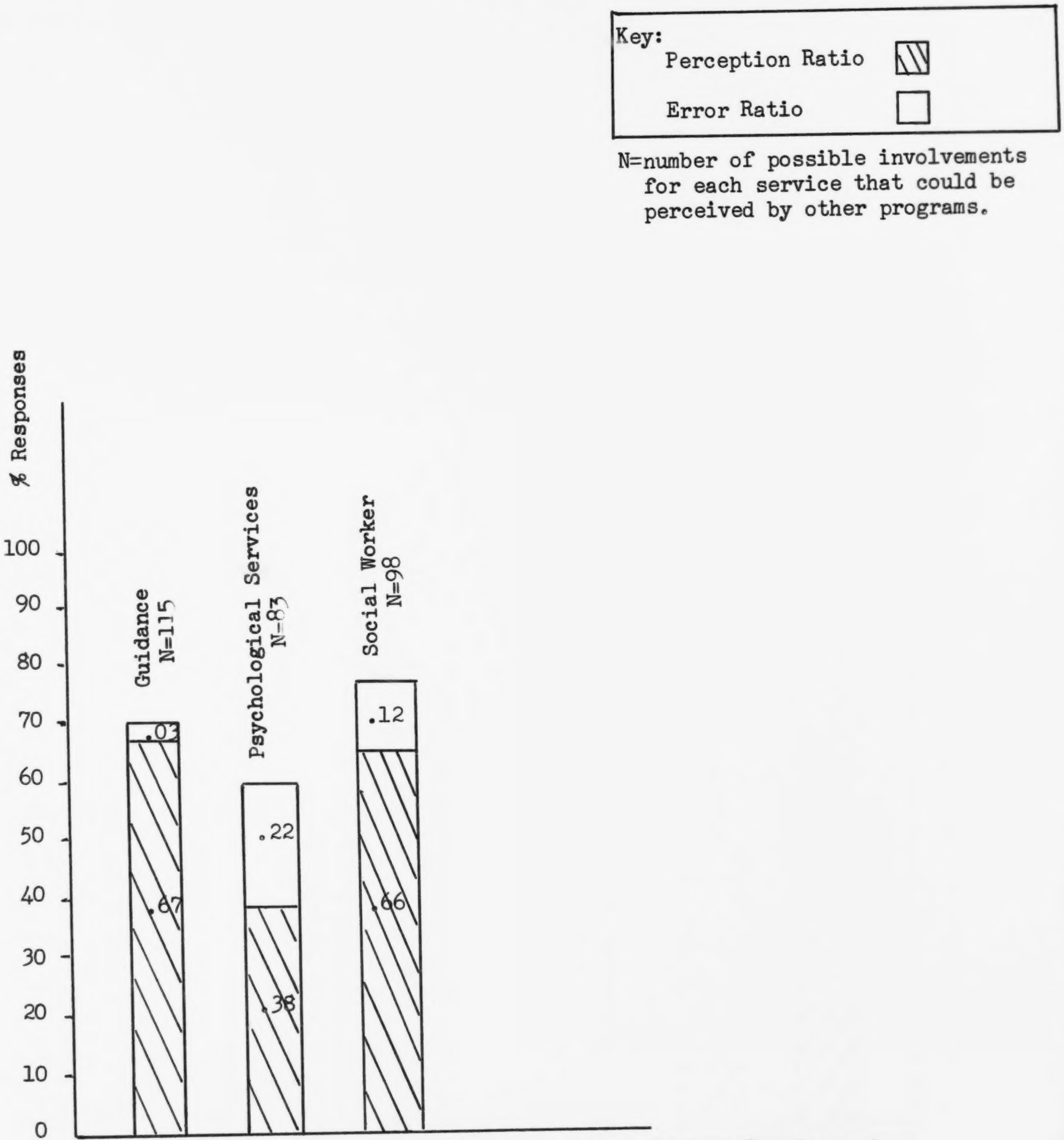
N=number of possible individual services rendered for each service that could be perceived by the program

Figure 13. Other Disciplines' Perceptions of Specific Services Within Each Intensive Service



N=number of other program involvements for each service's sample.

Figure 14. Each Service's Perception of Student Involvement In "Other" Intensive Services and Error Ratio



N=number of possible involvements for each service that could be perceived by other programs.

Figure 15. Other Disciplines' Perceptions of Student Involvement In Each Intensive Service and Error Ratio

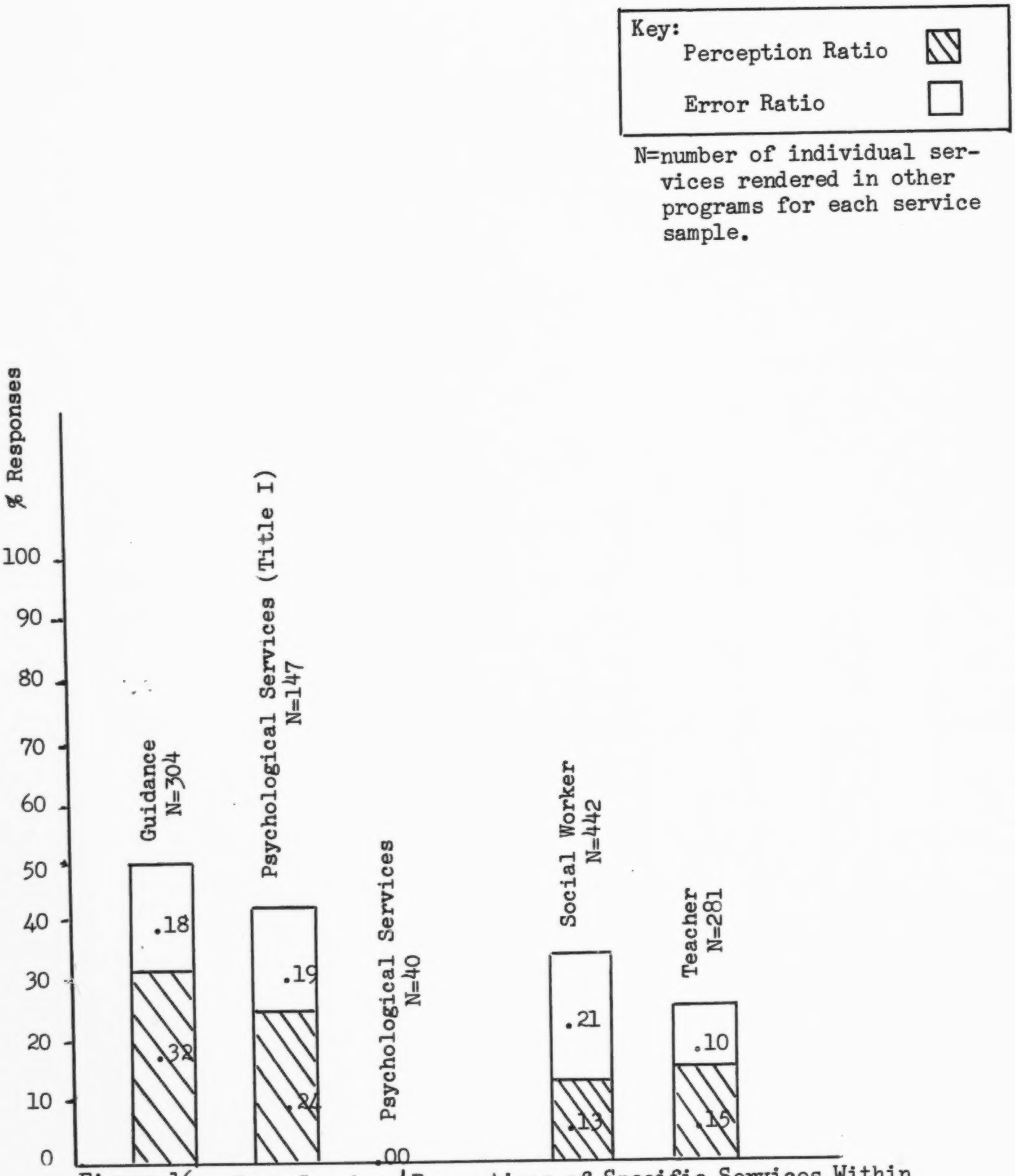
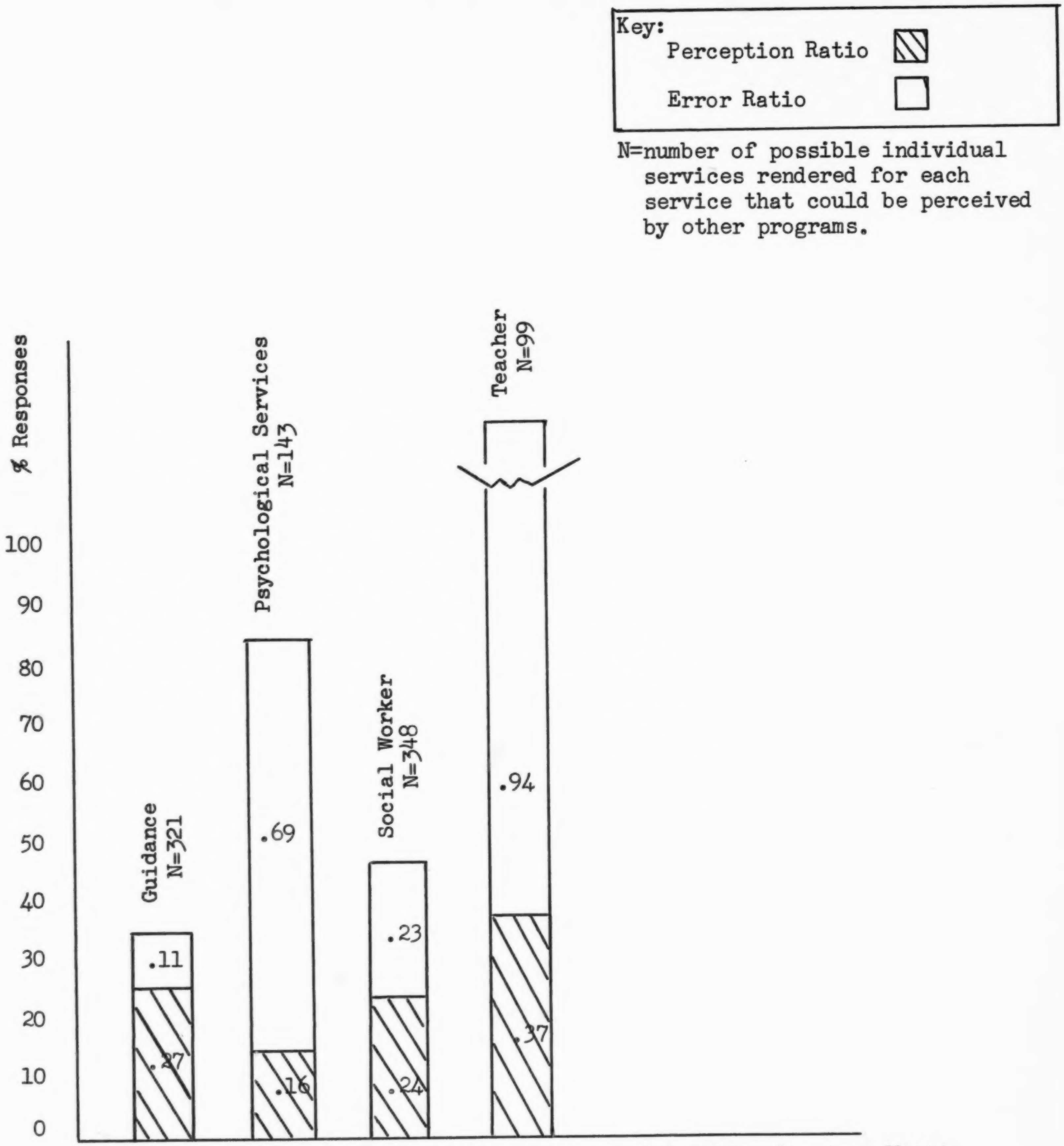


Figure 16. Each Services' Perceptions of Specific Services Within "Other" Intensive Services

N=number of individual services rendered in other programs for each service sample.



N=number of possible individual services rendered for each service that could be perceived by other programs.

Figure 17. Other Disciplines' Perceptions of Specific Services Within Each Intensive Service

PARENT QUESTIONNAIRE ON COMPENSATORY EDUCATION

In June, 1969, a questionnaire was mailed to a sample of parents of pupils who had participated in Title I activities during the school year at the sample schools. Parents were asked to indicate the programs that their child was in and whether or not these programs helped the child.

The purpose of the questionnaire was to ascertain how many parents knew that their child was participating in a Title I program and if, in their opinion, the program had benefited the child.

FINDINGS

At the elementary level the sample included parents of both public and non-public school pupils. A total of 1,054 questionnaires were mailed and 266 were returned for 25.2% response. At the secondary level 749 questionnaires were mailed and 142 returned for a 19% response. The level of response from each sample was so low as to preclude the drawing of any conclusions about the population of parents whose children were receiving attention of Title I programs. Thus Tables 37 and 38 are provided for informational purposes only.

TABLE 37

ELEMENTARY PARENT QUESTIONNAIRE

Program	Child Actually Participating		Parent Said Child Participating	
	Public	Non-Public	Public	Non-Public
Reading Center	23	13	90	49
Remedial Teacher	30		8	
Language Development	27		44	10
Psychological Services	16	6	13	10
Guidance	24	9	15	5
Social Worker	20	9	23	8
Outdoor Education	33	38	41	9
English as 2nd Language	10		32	3
Social Improvement	30	39	20	11
Special Kindergarten	16		12	0
Special Educational and Service Centers	20		23	6

TABLE 38

SECONDARY PARENT QUESTIONNAIRE

Program	Child Actually Participating	Parent Said Child Participating
Language Arts	31	105
General Mathematics	13	61
Science	25	59
Social Studies - 7	18	7
Social Studies - 11	28	27
Guidance	69	20
Psychological Services	21	9
Social Worker	22	16
Social Improvement	23	12

SECTION VI

SUMMER SCHOOL REPORTS

ELEMENTARY SUMMER SCHOOL ESEA (TITLE I)

The ESEA Summer School Program was organized and administered by the Division of Curriculum and Instruction, Department of Elementary and Secondary Education. Included in the program were 14 schools located to serve public and parochial school children in areas of economic deprivation. The program was held for six weeks during the summer of 1969.

The purpose of this summer school program was to strengthen basic skills especially reading communication and mathematics. The program was intended to stimulate and motivate a desire to learn and enrich the student's background. The program also gave the teachers an opportunity to try new materials.

EVALUATION PROCEDURES

Multiple linear regression was used in analysis of achievement during the summer. Data on students for adjusting variables were gathered from five schools used as samples from the 1968-1969 school year. Students from these schools who participated in the voluntary summer school program were considered the experimental group and those students qualifying but not participating were used as a control. Both groups were given subtests of the Metropolitan Achievement Test (Note Table 39) as the criterion measures.

TABLE 39

METROPOLITAN ACHIEVEMENT TEST

Grade	Subtests	Source Battery
Lower primary and Middle primary	Reading Arithmetic Concepts and Skills	Primary I
Upper primary and Grade 4	Reading Arithmetic Concepts and Problem Solving Arithmetic Computation	Primary II
Grade 5 Grade 6	Reading Arithmetic Concepts and Problem Solving Arithmetic Computation	Elementary

The subtests from the given batteries were administered to students at slightly higher grade levels than ordinarily recommended. Previous experience with disadvantaged students indicated the necessity of using the batteries at the grade level indicated in the table.

Additional evaluation data was obtained through a teacher perception scale administered at the beginning of the 1969-1970 school year.

FINDINGS

The collection of data was not complete at this writing. The evaluation of the project will be available in a supplementary report in December, 1969.

SUPPLEMENTARY SUMMER SCHOOL PROJECTS

INTRODUCTION

The following programs were developed to give additional help to disadvantaged students. The projects are in some cases unique and experimental and in other cases continuations of or adaptations of present programs. In all cases the groups were formed on a voluntary basis.

ELEMENTARY READING CENTER SUMMER SCHOOL READING PROGRAM

The summer school elementary reading improvement program was established for students who are retarded in reading. The objectives of the program were to improve student reading achievement and attitude toward reading, and to achieve an average daily reading program attendance of 75%.

EVALUATION PROCEDURES

The evaluation design consisted of a four-school sample where records were kept on student program attendance. A pre-post attitude survey was given and the Metropolitan Reading Test was administered as a reading achievement measure.

FINDINGS

The 14 ESEA schools served 497 students. Based upon the sample schools, project students had an average daily attendance of 76%. Last years' reading center summer school students averaged 77% daily attendance. The pre-post attitude survey revealed no significant change as measured by a t-test of related measures, observed t value of 0.37 with 66 degrees of freedom (see Table 40).

TABLE 40

READING ATTITUDE SURVEY

	Pre	Post
Mean	23.46	23.31
Standard Deviation	3.07	3.32

The achievement scores were not available at the date of this writing and will be reported in a supplementary report in December, 1969.

READING RESOURCE TEACHER
SUMMER SCHOOL READING PROGRAM

The summer school Reading Resource Teacher program was developed to prepare six teachers to function as reading resource teachers for regular classroom teachers. The primary objective was to define the role of the reading resource teacher.

EVALUATION PROCEDURES

The evaluation of the project consisted of a questionnaire asking the classroom teachers how well they believed the reading resource teacher functioned. The questionnaire was constructed with the assumption that the aide would serve the teachers in certain areas.

FINDINGS

The questionnaire evaluating the reading resource teacher was returned by 27 of 42 teachers. They did not rate the resource teacher in all areas.

The results indicated that the resource teacher does have a function. However, his role is not clearly defined.

TABLE 41

RESPONSES ON TEACHER QUESTIONNAIRE

Activity	Rating				
	Not Helpful 1	2	3	4	Very Helpful 5
The resource teacher aided in:					
Teaching work skills	2		7	2	6
Planning bulletin boards	10		2	1	
Purposeful book sharing methods	2	1	4	3	3
Informal diagnostic testing suggestions	2	1	10	3	4
Teaching reading	1	1	4	5	8
Evaluation of individual needs	1	1	6	5	9
Demonstrating teaching methods	2		4	4	6
Implementing and encouraging independent reading	3		5	7	4

RECOMMENDATIONS

Further study should be given to the definition of the role of the reading resource teacher.

SUMMER SPEECH AND LANGUAGE THERAPY PROGRAM

The ESEA summer school speech therapy clinic had three basic objectives:

1. to aid the student in improving his speech.
2. to promote parent awareness and understanding of speech problems of their child.
3. to inform the regular school teacher of the child's problem.

To meet these objectives, students were given 1½ hours of therapy each day and parents were invited to attend weekly group meetings. A summer school summary was made available to the student's regular classroom teacher.

EVALUATION PROCEDURES

The evaluation consisted of two sets of questionnaires, one administered to parents at the final group meeting, and one administered to the student's regular classroom teacher. Three diagnostic surveys were given as pre and post measures to a therapist group of eight students. A t-test of related measures was used to evaluate gains on these measures (Table 42):

1. Illinois Test of Psycholinguistic Abilities Subtest Verbal Expression
2. Northwestern Syntax Screening Test
    a. Receptive
    b. Expressive
3. Test of Listening Accuracy in Children

FINDINGS

1. The project served 142 students in eight schools.

2. Questionnaires were returned by 62 parents. There were 61 parents who believed that the program was helping the children. There were 51 parents who had no suggestions for improving the program.

Suggestions that were made included:

a. Longer classes	5 parents
b. Teach parents about the child's problems	4 parents
c. Make the service available for pre-school children	1 parent
d. More homework	1 parent

3. The results of the teacher questionnaire were not available at this writing.

TABLE 42

MEANS AND STANDARD DEVIATIONS FOR DIAGNOSTIC SURVEYS

Diagnostic Survey	Pre		Post	
	Mean	SD	Mean	SD
Illinois Test of Psycholinguistic Abilities	18.38	4.00	22.37	4.66*
Northwestern Syntax Screening Test Receptive	28.25	3.88	32.13	3.36*
Northwestern Syntax Screening Test Expressive	20.75	1.88	22.62	3.76
Test of Listening Accuracy in Children	72.75	2.63	75.38	4.07

*Significant at .05 level.

RECOMMENDATIONS

One aspect of the program, dissemination of therapy information to the classroom teacher, might be investigated. Further evaluation of student gains should be made on a larger sample.

SUMMER SCHOOL PRE-KINDERGARTEN PROGRAM

The Pre-Kindergarten Program was held at five area schools: Fifth, Twentieth, Allen, LaFollette, and Ninth. Each school had two classes which were held daily for three hours during the six week summer session. The children involved were five years of age before November 1, 1969; and had no Head Start school experience or were Head Start enrollees who needed additional school experiences.

The classes had a teacher aide and participated in several field trips. Hot lunches were served each day. Psychological and social services were also made available.

EVALUATION PROCEDURES

The program was evaluated by a teacher perception questionnaire administered to the children's fall kindergarten teachers. The experimental group consisted of students in the pre-kindergarten program and a comparison group was established from those children recommended and qualified for the program who did not participate.

FINDINGS

Teacher perceptions were obtained on 126 experimental group children and 120 control group children.

1. The Pre-Kindergarten Program involved 158 children.
2. There was little difference, according to teacher perception, between kindergarten students that had pre-kindergarten and those who did not.

3. The largest difference between the groups was on the use of a variety of materials. The pre-kindergarten children rated higher.

TABLE 43

MEANS FOR TEACHER PERCEPTION QUESTIONNAIRE

This student:	Pre-Kindergarten	Kindergarten
1. Seems happy at work and play	3.76	3.84
2. Accepts the school routine	3.68	3.69
3. Follows directions	3.39	3.56
4. Is self-confident	3.24	3.47
5. Works and plays well with other children	3.17	3.36
6. Takes part in conversations and discussions	3.01	3.18
7. Uses words with understanding	3.08	3.21
8. Uses a variety of materials	4.02	3.43
9. Accepts suggestions	3.35	3.41
10. Relates well to adults in class	3.37	3.56

RECOMMENDATIONS

A more intensive study might be made of the effects of pre-kindergarten on students entering kindergarten in the fall. Specific behavioral objectives could be stated and measured to examine the effectiveness of the program.

ENGLISH AS A SECOND LANGUAGE
SUMMER SCHOOL PROGRAM

This program was established for pupils who are foreign born or who, because English is not spoken in the home, lack the ability to communicate verbally in English. The purpose was to increase the ability of each pupil to understand and communicate more easily in the English language and to improve the reading level of pupils classified by the teacher, as intermediate or advanced.

FINDINGS

No comparison group could be established for the evaluation; therefore, student involvement and the grades by level and by skill, as judged by their teachers, are reported.

Five teachers in the project served 107 students. The students were graded, not for credit, as poor=1, good=2, and excellent=3.

TABLE 44

MEANS FOR TEACHER GRADES

	24 students Beginning	37 students Intermediate	32 students Advanced
Understanding	2.04	2.50	2.97
Speaking	1.76	2.15	2.42
Reading	2.00	2.00	2.29
Writing	1.79	2.12	2.48
Conduct	2.45	2.78	2.86

RECOMMENDATIONS

Further studies should be made regarding individual pupil growth and adjustment to the regular school environment.

SECONDARY ENGLISH-LANGUAGE ARTS PROGRAM
SUMMER SCHOOL PROGRAM

Students in the Secondary English program were selected on the basis of recommendation from the guidance department, their previous record in English, and a need for remediation in reading, writing, or speech. The students (49) were distributed in four classes located at West Division High School. Class sizes were 12, 11, 12, and 14; class periods lasted one and one half hours per day.

EVALUATION PROCEDURES

The evaluation consisted of a pre-post measure of student gains on the SRA reading test and the English department's Diagnostic Survey.

FINDINGS

The findings displayed in Table 45 suggest that the Summer School English program was successful. The t-test of related measures revealed statistically significant gains in capitalization and punctuation, usage, and the SRA reading level. The composition aspect of the program showed an increase in mean achievement scores, but not at a significant level. This could be because of the subjective nature of the instrument.

RECOMMENDATIONS

Continuation of the program seems warranted. Further evaluation should include a control group to strengthen subsequent inferences about the effectiveness of the program.

TABLE 45

MEANS AND STANDARD DEVIATIONS FOR THE ENGLISH DIAGNOSTIC SURVEY AND SRA READING TEST

	English Diagnostic Survey							
	Capitalization and Punctuation		Usage		Composition		SRA Reading Level	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Mean	24.74	31.35	28.09	33.00	11.63	12.06	4.35	5.10
Standard Deviation	6.95	6.32	5.26	4.50	3.18	2.42	1.04	1.28
	t = 8.47*		t = 6.06*		t = 0.89		t = 7.30*	

*Significant at the .01 level

SUMMER SCHOOL SCIENCE PROGRAM

The Summer School Science Program was based on the regular ninth grade science curriculum. Special materials were used to replace the student's traditional textbook and to develop his reading skills, listening skills, and self-concept. The program served 53 students at two schools: Riverside and West Division.

EVALUATION PROCEDURES

The program was evaluated by using the same test as a pre and post measure of science achievement. The test was constructed by the science department to cover specific material taught during the summer.

FINDINGS

The data indicated a significant gain in achievement as measured by the locally constructed science achievement test.

TABLE 46

MEANS FOR SCIENCE ACHIEVEMENT TEST

	Pre	Post
Mean	8.91	13.83
Pupils	47	47
t = 10.45*		

*Significant at the .01 level.

RECOMMENDATIONS

The science program offered a variety of areas to evaluate besides the achievement measures. The effect of the science program on reading skills, listening skills, and self-concept should be evaluated. The science department used a variety of materials which could be evaluated for effectiveness. The establishment of a control group is essential to this type of evaluation.

SUMMER SCHOOL SOCIAL WORK PROGRAM

The objectives of the ESEA Summer School Social Work Program were to improve student attendance, increase knowledge of community services for students and their parents, and provide family background for the school personnel.

To meet these objectives the social workers contacted the families of students referred to them by summer school personnel. Group sessions were established in which program content centered around the child, health, and community.

EVALUATION PROCEDURES

The program was evaluated through the use of questionnaires given to parents and teachers. The questionnaires asked parent and teacher opinions concerning the accomplishment of the various objectives. To determine if family background information was being made available to school personnel, a sample of 63 involved students was drawn in July. The teachers of these students were asked if they had referred the student and whether they had received background information about the student.

FINDINGS

The project served 442 students at 11 schools. Most of the students referred (332) were attendance problems.

Of the 63 questionnaires sent out, 53 were returned. The results indicated that 24 of the referrals were made by teachers and 29 were made by other school personnel. Of these 24 teacher referrals, teachers received information from the social worker on 22 students. The returns further revealed that of the remaining 29 referrals, teachers received information from the social worker on five students.

The group meetings which were established to increase the family's knowledge of community services had very small attendance. The meetings held at seven schools averaged 3.5 parents per meeting. The parents who did attend felt the meetings were helpful. They had no suggestions for improving the meetings other than to increase the attendance. The responses indicated little knowledge of community services.

RECOMMENDATIONS

Program content for group sessions should be examined to determine if they meet the needs of parents. This might be accomplished through a parent survey.

SUMMER SCHOOL SOCIAL IMPROVEMENT PROGRAM

The Summer School ESEA Social Improvement Program involved all students in grades three to six, who were in the Elementary ESEA Summer School Program. In general, teachers felt that certain students failed to meet accepted levels of personal hygiene and manners. The objectives of the program were to improve these needs. To meet the objectives a social improvement teacher met with the students in their summer school classes for one-half hour every seventh class session, giving the pupils instructions in socially acceptable behavior.

EVALUATION PROCEDURES

The experimental group contained the students in the voluntary Elementary Summer School Program and the control group contained those students recommended for, but who did not attend, summer school. A perception scale regarding student manners and hygiene was administered to the students' 1969-1970 teachers.

FINDINGS

Teachers rated student behavior on a five-point scale. Five was the highest rating, and one the lowest rating. The results are shown in Table 47.

TABLE 47

MEAN RATINGS FOR THE SOCIAL IMPROVEMENT SCALE

Item		Grade 3		Grade 4		Grade 5		Grade 6	
		X	C	X	C	X	C	X	C
Shows Respect for Teachers									
	Mean	3.32	2.83	3.21	3.39	3.50	3.33	3.60	3.54
	N	37	24	47	28	16	18	10	13
Shows Respect for Peers									
	Mean	3.22	2.73	3.09	3.22	3.50	3.06	3.50	3.42
	N	32	27	45	27	16	18	10	12
Practices Personal Cleanliness & Hygiene									
	Mean	3.56	3.13	3.44	3.70	3.38	3.47	3.60	3.08
	N	36	25	46	25	16	17	10	13

RECOMMENDATIONS

In general, students attending summer school and therefore involved in the Social Improvement Program were rated higher than non-attending students. An in-depth study of [illegible] behavioral objectives is necessary for the meaningful evaluatio of this program.

SPECIAL EDUCATIONAL AND SERVICE CENTERS
SUMMER SCHOOL PROGRAM

The objectives of this summer school program were to establish a system of communications which provided for identification of an individual student's educational problems, a multi-disciplinary effort to meet these educational problems, and dissemination of professional information. This summer 47 students were served at two centers: Auer, 32 students; Forest Home, 15 students.

To meet the objectives, staff conferences were held for each individual. Six special services were integrated for this approach: Guidance Services, Diagnostic Medical Services, Psychological Services, Reading Clinic, School Social Work Services, Speech, Language and Hearing Clinic. Each service was represented at the meetings and contributed according to their understanding of the child's problem. After the child's educational problem was identified and his needs discerned, the group leader wrote a summary report which included recommendations and suggestions.

EVALUATION PROCEDURES

The effectiveness of this program was measured by administering a survey to the involved personnel. The personnel were asked to make judgments regarding the value of the staffing conferences and the summary reports.

FINDINGS

Replies were received from all 14 staff personnel. All staff members agreed that the staffing conferences were a comprehensive overview of the children's problems. Seven members of the staff mentioned that the conference gave a complete picture of the student.

The entire staff also agreed that the staffing conferences were an efficient means of exchanging professional information. Eight of the staff indicated that oral communication is extremely helpful when evaluating the student's needs.

The majority (eight) of the staff personnel were undecided as to whether the staffing conferences resulted in the best educational planning for the child. The responses by four persons indicated that the school system did not have the facilities available to provide for certain student problems. Additional responses by four persons indicated that a follow-up was necessary to determine if the plans were carried out.

The majority (ten) of the staff believed that the Staffing Conference Reports reflected the consensus of recommendations and suggestions of the staffing conference. Those who were undecided had not seen reports, or thought some services were given greater consideration when recommendations were made.

In response to a question regarding improvement of the staffing conferences, several recurring suggestions were made: (1) School personnel should be present at the meetings; (2) Reports should be shorter and more concise; (3) A follow-up study should be made to determine if the child had been helped.

CONCLUSIONS

The staff who participated in the program indicated that they felt it was a successful means of exchanging professional information and gave a comprehensive overview of the child's problems. The staff agreed, for the most part, that the staffing conference report and the child's educational plan were satisfactory.

RECOMMENDATIONS

Consideration should be given for more teacher and parent involvement at the staffing conferences. An effort should be made to develop these conferences during the regular school year. A follow-up study should be made to determine if the recommendations from the staffing conferences have been carried out.

HOMES FOR NEGLECTED AND DELINQUENT CHILDREN
SUMMER SCHOOL PROGRAM

The Summer School Program of Homes for Neglected and Delinquent Children involved nine homes. Each home offered unique experiences for its children. The activities and objectives changed daily and weekly to meet needs as determined by the individual home's staff. The homes served 204 children during the summer:

Adams Hall	40	Cedarcrest	11	Lakeside	12
Jewish Family	15	St. Aemilian	7	St. Charles	48
St. Joseph	18	St. Rose	31	St. Vincent	22

EVALUATION PROCEDURES

The evaluation design consisted of questionnaires sent to the teachers and the directors of each institution asking them to rate and comment on the success of their program.

FINDINGS

The teachers and directors, of whom 13 of 22 replied, rated the summer project as having considerable value. The ratings indicated that the people involved with the project believed it was successful. Teachers rated the program 3.67 on a four-point scale. Directors rated the program 3.43 on a four-point scale.

RECOMMENDATIONS

Further evaluations of these projects should be made on an individual basis and with examination of behavioral objectives which have been clearly stated.

SUMMER SCHOOL GUIDANCE HOME VISITATION PROGRAM

The Summer School Guidance Home Visitation Program was developed to serve students, and their parents, who were entering junior and senior high schools in the fall of 1969. The intent was to help the student adjust to his new educational setting. The guidance counselors met with the families during the day or evening. The counselors were expected to discuss:

- Curriculum offered
- School guidelines
- Explanations
- Costs of books
- Special programs offered at their school
- Vocational Education Program
- Special after-school facilities or activities
- Transition from elementary to junior high setting
- Answer questions of parents and child
- Function of the guidance department
- Things to observe--possible problems
- Speech problems
- Emotional problems
- Social problems
- Possible ESEA placement

EVALUATION PROCEDURES

The evaluation consisted of a questionnaire administered to a sample of parents asking whether the various items listed were discussed. A sample of the students' homeroom teachers were also asked their opinions as to the adjustment of students.

FINDINGS

Guidance counselors visited 1562 families whose children were to attend Roosevelt, Fulton, Kosciuszko, North or West. Parents returned 113 questionnaires of 500 distributed indicating that the guidance counselors covered the topics they had intended to discuss.

TABLE 48

RESPONSES TO PARENT QUESTIONNAIRE

Topics Discussed by Counselors	Junior High, N=87		Senior High. N=26	
	N	%	N	%
1. Courses offered by the school	59	68	20	77
2. School requirements	61	70	22	85
3. School fees	67	77	20	77
4. Cost of books	45	52	20	77
5. Extra services (reading or speech)	44	51	17	65
6. Vocational program	35	40	15	58
7. After-school programs	43	49	17	65
8. Changing from one school to another	36	41	10	39
9. His job	37	43	17	65
10. Your questions	62	71	19	73
11. Your child's subjects	62	71	18	69
12. Ways of helping your child	62	71	18	69

The low ranking of question six, for the junior high, was probably caused by a lack of vocational programs available for junior students. Question eight was poorly worded, which may account for its low ranking.

Seventy-three of eighty-seven responding junior high parents approved of the program; two did not; and eight could not say. Twenty-one of twenty-six responding senior high parents approved of the program and one did not.

The results of the homeroom teacher perceptions survey were not available at the time of this writing. These results will be part of the supplemental report in December, 1969.

SUMMER SCHOOL GUIDANCE JOB PLACEMENT PROGRAM

The major objective of this program was to help graduating seniors and underclassmen find full and summertime work. The counselors worked out of North and West Division High Schools. The Guidance counselors kept records of referrals and placement. They referred 175 students of who 83 were placed. The major reasons employers gave for not hiring were:

(1) student not qualified for the job
(they did not pass company administered tests)

(2) the students were too young
(17 or under)

(3) the students failed to report for an interview.

OVERVIEW

The 1967-1968 Milwaukee Title I ESEA Evaluation Report demonstrated the need for the collection of additional variables beyond the thirteen used to adjust for initial differences between treatment and comparison groups. The 1968-1969 evaluation plan became a rigorous endeavor to identify those additional contributing variables which were apparently affecting results more than the variables identified in the 1967-1968 evaluation. This effort involved: (1) the implementation of sampling procedures at both the secondary school and elementary school levels, (2) the obtaining of more baseline variables for the entire sampled groups, and (3) the administration of achievement pre-tests to all students in the samples. This amounted to the accumulation of as many as 19 baseline variables on samples composed of 6,774 students.

In the 1968-1969 Title I ESEA evaluation, another attempt was made to answer the question, "Did participation in a given Title I program result in better student achievement and attitude than if the student had not been involved at all?" In general, the question was again left unanswered. This situation was mainly the result of a very serious, though common, impediment to the measurement of program objectives--the lack of adequate control groups. Unbiased research evaluations can result only from a randomization of uncontrolled factors which may be affecting the outcomes of the treatment and comparison programs. The lack of adequate control groups greatly increased the uncertainty of interpretation regarding individual program effectiveness.

Until adequate control groups are formed, future evaluation reports cannot hope to answer questions involving comparisons between the effects of participation and non-participation in Title I projects.